

DOCUMENT RESUME

ED 411 009

JC 970 456

AUTHOR Hodge, Valerie
TITLE Student Learning Outcomes Assessment and Institutional Effectiveness Activities at Bellevue Community College. Report of the 1996-97 Assessment Inventory.
INSTITUTION Bellevue Community Coll., WA.
PUB DATE 1997-06-00
NOTE 156p.
PUB TYPE Reports - Descriptive (141) -- Tests/Questionnaires (160)
EDRS PRICE MF01/PC07 Plus Postage.
DESCRIPTORS Accreditation (Institutions); *College Outcomes Assessment; Community Colleges; *Educational Assessment; *Educational Strategies; Needs Assessment; Professional Development; *Research Utilization; *School Effectiveness; School Surveys; Student Evaluation; Two Year Colleges
IDENTIFIERS *Bellevue Community College WA; Small Group Instructional Diagnosis

ABSTRACT

In response to recommendations from an accreditation visit regarding improvements in the utilization of research findings, Washington's Bellevue Community College (BCC) developed this assessment inventory to give faculty and staff a more complete understanding of student outcomes and assessment efforts at the college. Following an executive summary and introduction, a chart summarizing assessment activities conducted between 1992 and 1997 is presented, including information on participating groups, results, and project contacts. Next, results are provided from a study of all 380 faculty regarding assessment activities and methods. This section indicates that only 33 faculty responded and lists individual and departmental activities, assessment methods, faculty attendance at workshops, assessment-related resources, and professional development needs. The next section summarizes results from 71 interviews conducted with all division and program chairs and selected student services managers, highlighting key assessment-related issues facing BCC, training needs, and faculty use of the Small Group Instructional Diagnosis (SGID) technique. The final section presents a faculty and staff resource guide. Appendixes provide a list of interviewed staff, the survey instruments, information on the SGID, procedures for enrolling at BCC, sample student petitions, advising forms, student and graduate survey forms, a discussion of the use of technology in education, sample classroom checklists, and workshop evaluation forms. (YKH)

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1996-97 Assessment Inventory Report

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 Bellevue Community College

**Student Learning Outcomes Assessment
and
Institutional Effectiveness Activities
at
Bellevue Community College**

Report of the 1996-97 Assessment Inventory

Valerie Hodge, Director
Office of Institutional Research
June, 1997

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EXECUTIVE SUMMARY

INTRODUCTION

During their 1995 visit to Bellevue Community College, the accreditation team from the Northwest Association of Schools and Colleges found that "additional focus is needed to use the data that is collected [on outcome measures] in a systematic college-wide framework that is understood, monitored, and utilized by staff to improve the teaching-learning environment." The 1996-97 Assessment Inventory is *one element* of the College's response to the accreditation finding and one component of our broader efforts to reach a systematic way of approaching, conducting, and understanding student learning outcomes and institutional effectiveness efforts at the College.

The Assessment Inventory consisted of the following elements: review of the Assessment Reports from 1992-93, 1993-94, and 1994-95; interviews with all BCC division chairs, program chairs and selected Student Services managers (71 in all); and a survey of all full- and part-time faculty at BCC. The Inventory serves to catalogue and publicize information about what BCC has done in the areas of student learning outcomes assessment and institutional effectiveness in the past five years and also provides the beginning of a system of information about faculty as "assessment/outcomes resources," providing a "directory" of faculty experienced in various aspects of assessment and outcomes work. Importantly, it has resulted in the identification by faculty of assessment and effectiveness issues and professional development needs which can be systematically addressed by the institution.

The 1996-97 Assessment Inventory can be used by faculty and staff to reach a more complete understanding of student outcomes and assessment efforts at BCC in order to expand and improve upon those efforts.

There are many definitions used and explanations given for what student learning outcomes assessment and institutional effectiveness are. Simply put, they mean "How do we know that students know and are able to do what we think they know and are able to do?" and "Are we doing a good job or not?"

METHODOLOGY

In November of 1996, all full- and part-time faculty received an Assessment Inventory Survey with accompanying explanatory information. Surveys

were sent to 148 full-time and 232 part-time faculty. Thirty-three surveys were returned, 17 from full-time and 16 from part-time faculty members.

Between November of 1996 and March of 1997, all division and program chairs and selected Student Services program managers were interviewed. These interviews—71 in all—ranged in length from 30 to 90 minutes.

Survey of Faculty

The 33 faculty who responded to the survey provided a variety of information: what they personally do in the area of student learning outcomes assessment; ways in which their departments know whether or not the programs are effective in achieving student outcomes; assessment tools and techniques they personally use; student outcomes or assessment projects which they have been involved in at BCC; workshops or conferences they have attended which contribute to their knowledge in this area; books or other materials which they would recommend to colleagues interested in learning more about the assessment of student learning outcomes; and professional development opportunities which they think would help them to move forward in this area. Details of the survey findings may be found in the full Assessment Inventory Report.

Interviews of Division and Program Chairs and Selected Student Services Managers

Student Services has four primary abilities which they intend for students to improve upon during their time at the College. These skills include: system navigation, student self-responsibility and independence, understanding of logical consequences, and communications. Details on these skills may be found in the full Assessment Inventory Report.

Division and program chairs were more conversant with outcomes assessment and institutional effectiveness activities occurring at the divisional, departmental, or personal level than they were with individual faculty or specific projects that others may have undertaken. Significantly, most chairs expressed specific ideas about ways in which the department or division intends to move, based on faculty concerns about student outcomes and institutional effectiveness.

Key information obtained in the inventory includes: a list of specific issues in assessment, identification of faculty trained in various assessment techniques, and professional development needs of faculty. These are included

in this Executive Summary; however, a comprehensive list and more thorough discussion are found in the full Assessment Inventory Report.

ASSESSMENT ISSUES IDENTIFIED BY DIVISION AND PROGRAM CHAIRS AND STUDENT SERVICES MANAGERS

Interview respondents identified a number of issues pertaining to outcomes assessment. Now that these issues have been articulated by the faculty, the College can create a plan of action to prioritize and make progress on them, confident that all areas of the campus have been heard and that real needs have been expressed.

- Students lack critical thinking skills and the ability to extract information from readings.
- Students' reading abilities are very low.
- Students' writing abilities (general writing and business writing) are very low.
- Students are under-prepared for college-level work.
- Students' ability levels have been moving progressively downward over the past five years.
- High academic standards are eroding due to low levels of both incoming student abilities and abilities developed at the College.
- Prerequisites should be enforced.
- *Every* student should be assessed (tested for placement into classes).
- Students have a low level of ability in Math and Statistics.
- There is insufficient communication with the faculty which would enable them to understand what the assessment efforts are all about and how they relate to individual disciplines and individual faculty.
- There is a lack of professional development money for part-time faculty.
- There are uneven amounts of advising taking place which does not serve students well.
- College Survival should be required for all students.
- Measures of student learning outcomes and institutional effectiveness are desired and needed in Student Services areas.
- Creativity and problem solving are not receiving enough attention in the College's assessment efforts.
- The infusion model spreads the responsibility across the institution so that no one has responsibility for learning anymore . Measurements of general education are an impossible task due to this infusion model.
- Learning styles of every student should be identified and included on the class roster.

- Students have difficulty getting into English 101, leading to enrollment in this important course late in a student's program (reported by non-English faculty).
- Allied Health program faculty are concerned about the ability levels of their students with regard to the prerequisites they took prior to program entrance. The prerequisites assume a level of knowledge that students have not been displaying. Either they are forgetting it or they are not getting it in the first place. This is an issue for English, Math, and Life Sciences course work.
- We need to know how well students do after transfer to a four-year institution.
- We need to know students' abilities at the beginning of a course or program and measure them at the end of the course or program in order to identify improvement and student growth.

PROFESSIONAL DEVELOPMENT NEEDS OF FACULTY AND STAFF

There were a large number of professional development needs identified by the interview and survey respondents. The full listing is included in the Assessment Inventory Report and includes such items as: more time for faculty to get together and discuss student outcomes assessment, training for faculty on how to do outcomes assessment, the need for discipline-specific outcomes measures, the need for part-time faculty to have time and resources to participate in these efforts, and conference attendance which would inform faculty and staff. These needs can be addressed through the College's Professional Development Committee, as well as individual units within the College, as appropriate.

FACULTY TRAINED TO CONDUCT SMALL GROUP INSTRUCTIONAL DIAGNOSIS (SGID)

Due to the popularity of the assessment technique known as Small Group Instructional Diagnosis (SGID), respondents were specifically asked whether they were trained or knew anyone who was trained in the use of this technique. All of BCC's counseling staff and many members of the English faculty have been trained as (SGID) facilitators. Faculty members qualified to conduct SGID activities include Eileen Feller, Linda Leeds, Gordon Leighton, Jerrie Kennedy, Karen Rothman, Nancy Eichner, Bob Burke, Rosemary Richardson, Lynn Sage, Frank Lee, Sharon Allen-Felton, Marilyn Anderson, Helen Taylor, Walter Boland, Michael Righi, Peter Ratener, Laura Driscoll, Alan Yabui, Lee Buxton, and Melodye Gold. Several other faculty have used this technique, but do not feel they have been "trained" to do it.

The Speech department has conducted workshops for SGID training. This technique is used frequently in the Life Sciences program for beginning faculty and faculty in the tenure review process in order to give them maximum feedback about their teaching. Faculty in Physical Sciences use the SGID technique and it is recommended to new faculty. In general, the Science division faculty use this technique quite frequently. Faculty interviewed who were previously unfamiliar with this techniques have since utilized SGIDs in their classes. This has served to heighten faculty awareness about student outcomes methods and build links between faculty.

FACULTY TRAINED TO CONDUCT FOCUS GROUPS

Several business faculty are trained to conduct focus groups, including Sandy Nesbitt, Sandy Anderson, and Marcia Williams. Speech faculty are also experienced in this, including Alan Yabui, Lee Buxton, Bob Burke, and Laura Driscoll. Julie Soto and several other Parent Education faculty have also conducted focus groups.

FACULTY AND STAFF RESOURCE GUIDE

The Faculty and Staff Resource Guide is included at the end of the Assessment Inventory Report and is also available separately as a convenient reference document. The Guide contains information from the interviews and surveys of faculty and staff and is intended to be used as a quick reference for faculty and staff who are looking for assistance in an area relating to student learning outcomes assessment and institutional effectiveness. The following information is contained in the Guide: names of faculty trained as SGID facilitators, names of faculty trained to conduct focus groups, faculty-recommended workshops and conferences dealing with outcomes assessment, faculty-recommended readings in outcomes assessment, 1996-97 members of the Teaching and Learning Council, and a reference chart of assessment projects at BCC from 1992 to 1997.

SUMMARY OF ASSESSMENT ACTIVITIES AT BCC, 1992-1996

A review of the Assessment Reports from 1992-93 to 1994-95 revealed a large number of projects and activities which faculty have participated in. Due to the narrative format and year-by-year nature of these reports, however, it is likely that an insufficient number of faculty and staff would have read the material or found it easy to use if they had. The chart on pages 8-11 summarizes this information and brings assessment and institutional

effectiveness activities up to date through the 1996-97 academic year. This chart can be used by faculty to see easily who has done what work, what results were found, and who the appropriate person to contact for further information would be.

SUMMARY OF RESULTS OF THE ASSESSMENT INVENTORY

The College plans to incorporate the findings of the Inventory to continue to improve college effectiveness. The following summary documents Inventory findings in order to guide faculty and staff discussion. The first part of the summary is a listing of concrete "products" resulting from the Inventory.

- A list of professional development activities that faculty have recommended
- A list of issues concerning college outcomes assessment and institutional effectiveness which may be discussed and addressed in academic and administrative ways
- A list of faculty trained to conduct Small Group Instructional Diagnosis
- A list of faculty trained to conduct focus groups
- An easy-to-use summary of assessment activities at the College
- A Guide that compiles College assessment resources
- An Assessment Inventory Report which documents outcome measures, activities and intentions of every division and academic program, as well as all Student Services areas

Additionally, there were several other significant results of the inventory:

- Some faculty, previously unaware of the Small Group Instructional Diagnostic (SGID) technique, have used it in their classes, both enhancing their knowledge of student learning outcomes assessment and building bridges with other faculty.
- There has been a "demystification" of student learning outcomes assessment as division and program chairs and student services managers have discussed what they are involved in and what their needs are.
- There is a better understanding of how faculty have used assessment activities to improve their programs. The following are some examples of these activities: The Administrative Office Systems (AOS) and Information Technology (IT) faculty have instituted changes in their curriculum related to assessment findings along with comments from their Advisory Committees; the Developmental Block, which combines reading and writing into one comprehensive unit, has been instituted in the English department; Parent Education faculty have developed a list of "best prac-

tices" which they use to guide their instructional efforts; International Programs faculty have examined the faculty videotape and its effect on student perceptions; Music faculty have instituted a new transfer degree, designed to help students perform better after movement to a four-year institution; Math faculty have standardized finals and enforced prerequisites resulting from assessment efforts; Life and Physical Science faculty are in the process of designing standard finals and discussing the value and effects on students of enforcing prerequisites; Psychology faculty are pursuing a standard final; the Administration of Criminal Justice program is planning on moving to a skill-standards-based curriculum as a result of exposure to the skills standards work of the staff of the Northwest Center for Emerging Technologies (NWCET); and the English Language Institute (ELI) is revising the statement in the catalog to more accurately reflect the goals of the program and has proposed three performance measures for the program.

- Ways in which College programs report monitoring program effectiveness include: examination of the progression of students from course to course and how they perform, growth in program enrollments, feedback from supervisors of student clinical or internship experiences, surveys of graduates to determine placement rates and entry salaries, movement to competency-based education so that standards will be clear and transferable, and review of license and examination pass rates of graduates.

BEST COPY AVAILABLE

Summary of Assessment Activities at BCC, 1992-1997				
Project	Year	BCC Participation	Activities/Results	Sources of More Information
CAAP Writing Assessment	1992-93	92 students	BCC students performed significantly better than other community college students	Robin Jeffers; 1992-93 Assessment Project Report
Writing Portfolio Project for English 100/100X	1992-93	2 BCC faculty	Student-assembled and evaluated writing portfolios	Gordon Leighton, Michael Meyer
Survey of faculty about student writing ability & writing assignments	1992-93	70 BCC faculty returned surveys (out of 395)	High level of confidence in writing instruction at BCC, frustration that many students do not take advantage of it, significant differences among divisions in approaches to writing	Sandy Anderson, Jerrie Kennedy, Doug Brown
Survey of students about writing at BCC	1992-93	700 students returned surveys from classes of 24 faculty	Self-assessments match well with faculty views, writing is a "have-to" activity, non-native speakers use writing labs the most	1992-93 Assessment Project Report
Writing Portfolio Assessment	1992-93	40 papers of 4 writing assignments		Roger George, Erick Haakenson, David Jurji, Woody West
Best Paper Project	1992-93	6 BCC students		Tom Nielsen, Rosemary Richardson, Laura Driscoll, Imelda Cannon, David Buckner, Virginia Hess, James Trerise, Kathleen White
Good Writing Workshop	Fall, 1993	50 BCC faculty	Identification of what criteria characterize "good" writing	
AP English Exams & Holistic Grading Workshop	Fall, 1993	BCC faculty		
Use of Computer-Aided Instruction in Writing (video-conference)	Fall, 1993	BCC faculty		
Assigning More Writing Workshop	Orientation, Fall, 1993	BCC faculty		Gordon Leighton, Helen Taylor
Using Peer Groups to Evaluate Students' Work Workshop	Orientation, Fall, 1993	BCC faculty		Roger George, Jerrie Kennedy

Summary of Assessment Activities at BCC, 1992-1997				
Project	Year	BCC Participation	Activities/Results	Sources of More Information
Helping Poor Writers Workshop	Orientation, Fall, 1993	BCC faculty		Michael Meyer
Critical Thinking and General Business	1993-94	1 BCC faculty	Techniques for student self-assessment of critical thinking	Sandy Anderson
California Critical Thinking Dispositions Inventory	1993-94	2 Marketing classes	BCC students similar to other students; inventory measures attitudes, not skills	Sandy Anderson
Reading Lab Study	1993-94	68 BCC students	Moderate relationship between reading levels and drawing inferences	Karen Rothman
Classroom Assessment Techniques	1993-94	5 BCC faculty	Discussion of use of CATS in specific classroom situations	Sandy Anderson, Elayne Rouso, Karen Samdahl, Bonnie Wallace-Hoffman, Alan Yabui
Linking English 101 to enrollment in other courses	1993-94	4 BCC faculty	Improvement in instructional effectiveness for students	Robin Jeffers, Michael Righi, Helen Taylor, Kathy Steinert
Parent Education Outcome Assessment Survey	1993-94	16 classes, 13 faculty	Training for faculty in writing instructional goals and assessment of successful implementation	Sylvia Hobbs
Student Voices	1993-94	40 students, 8 of them from BCC	Students' assessments of their community college experiences	1993-94 Assessment Project Report
College-Level Readiness	1993-94	Faculty survey of abilities, database analysis of placement scores and course enrollments	Placement trends essentially static; in non-math and non-English courses, 1/3 and 1/2 college-ready, respectively; results of faculty survey led to contents of recently published "College-Ready" brochure	Suanne Carlson; 1993-94 Assessment Project Report
Writing Placement Project	1994-95	335 BCC students tested, BCC faculty from English, Dev. Ed., and ELI	Writing samples produce better placements in English courses than tests now used. Project resulted in the institution of the English "Block" which is currently in place and under review for changes by English faculty. COMPASS test being normed now to replace current testing. Increased understanding among faculty in these 3 departments.	Linda Leeds, Gordon Leighton

Summary of Assessment Activities at BCC, 1992-1997				
Project	Year	BCC Participation	Activities/Results	Sources of More Information
Graduates' Assessment Day	1994-95	109 BCC students, 13 BCC faculty	CCSEQ, Academic Profile, group discussion, essay writing, CCTDI, science reasoning exercise	Robin Jeffers, Jerrie Kennedy, David Jurji, Elayne Rousso, Jeffrey White, Don Heins, Kathy Steinert, Cathy Lyle, Rossie Norris, Alan Yabui, Sandy Anderson, Karen Samdahl, Jerry Barrish
Writing Assessment	1995-96	50 BCC faculty & staff	Identification of characteristics of strong and weak writing, faculty perceptions of writing at BCC, students' writing abilities	Robin Jeffers, Elayne Rousso
Classroom Assessment Techniques Workshops	1995-96	30 BCC faculty	Dissemination of information about alternative assessment strategies to faculty.	Jennifer Laveglia, Kay Gough
Student Focus Groups	1995-96	2 BCC faculty, 4 BCC students	Feedback on writing assignments	Robert Hobbs, Virginia Long
College-Ready Brochure	1995-96	Initial input: all BCC faculty; construction of document: TLC	Brochure (distributed Winter Quarter, 1997) details what it means to be "college-ready" at BCC	Robert Hobbs
Professional Development Day Session	1995-96	BCC faculty	Conversations among faculty about what works for them in assessment of student learning outcomes	TLC-sponsored event
Multicultural Efforts Workshop	1995-96	5 BCC faculty & staff	Proposal to do a study of the "Staying on Track" class as a model for success for students of color	Jim Bennett
Competency-Based Education (CBE) Workshop	1995-96	7 BCC faculty & staff	SBCTC-sponsored activity aimed at familiarizing campus faculty and staff about competency-based education. CBE group is now a sub-committee of the TLC.	Jim Bennett
Abilities Retreat	1995-96	3 BCC faculty & staff	Dissemination of techniques and information to participants	Elayne Rousso, Garnet Templin-Imel, Valerie Hodge
Writing Retreat	1995-96	3 BCC faculty attended, 1 as a presenter		Robin Jeffers, Robert Hobbs, Sara Canady

Summary of Assessment Activities at BCC, 1992-1997				
Project	Year	BCC Participation	Activities/Results	Sources of More Information
Abilities Institute	1995-96	8 BCC faculty & staff		Suanne Carlson, Elayne Rousso
Institution-wide writing assessment	1996-97	BCC faculty	In process	Robin Jeffers
BCC Writing Performance Criteria	1996-97	5 English faculty	Development of criteria upon which good writing is judged	Robin Jeffers, Rhonda Gilliam, Jerrie Kennedy, Kathleen White
Quantitative Skills Assessment	1996-97	11 BCC faculty & staff	On hold	
Community College Student Experience Questionnaire (CCSEQ)	Fall, 1996	500-student sample	Results available Spring, 1997	Student Services effort
First-Quarter Student Study	Fall, 1996	2 part-time faculty, 1 classified staff, 1 administrator	Report disseminated April, 1997	Gerry Becker, Eileen Feller, Cam Yeend, Valerie Hodge
Assessment Inventory	Fall & Winter, 1996-97	71 program chairs & Student Services managers	Report disseminated June, 1997 Interview results established a baseline of assessment activities, issues, techniques, and needs	Valerie Hodge
Skill Standards Project	1996-97	NWCET staff	Established and validated the skills needed in 9 information technology occupations	Carol Mandt, Sandy Anderson, Michele Royer
Competency-Based Education Committee	1996-97	7 faculty & staff		Cheryl Becker, Patti Hoffer, Ron Taplin, Jack Surendranath, Garnet Templin-Imel, Alan Yabui, Valerie Hodge
COMPASS	Winter, 1997	Assessment Office	Norming of this test to replace current instruments used to place students in math and English classes	Laura Price, English, Math faculty
Information Literacy Across the Curriculum (ILAC)	1996-97, on-going	6 faculty	In process	Francine Walls
Source: BCC Annual Assessment Reports				

I. INTRODUCTION

During their March, 1995 visit to BCC, the accreditation team from the Northwest Association of Schools and Colleges found that "there is a good amount of assessment activity ongoing, but little evidence that results of these studies are being utilized to impact the college or its programs. . . . No action or notice seems to have been accorded these findings. . . . Somehow, these data and results have not yet 'taken hold' to the best advantage of the institution" (Accreditation Committee Report, p. 30, "Summary of Educational Assessment"). As a general recommendation, the accreditation team further stated that "although outcome measures to assess achievement of mission and objectives have been identified, additional focus is needed to use the data that is collected in a systematic college-wide framework that is understood, monitored and utilized by staff to improve the teaching-learning environment" (Accreditation Committee Report, p. 48, "General Recommendation 3").

The concern expressed by the accreditation team is particularly important in light of the fact that BCC operates under the "infusion" rather than the "core curriculum" model of general education. Under the infusion model, general education happens across the entire College. It follows that we must measure learning across the entire College to ensure that what we consider essential for our students is in fact being achieved. This Assessment Inventory is *one component* of our efforts to reach a systematic way of approaching, conducting, and understanding student learning outcomes assessment and institutional effectiveness efforts at BCC.

The information in this report comes from three sources: a review of the Assessment Reports from 1992-93, 1993-94, and 1994-95; interviews with all BCC division and program chairs and selected Student Services managers; and surveys sent out to all full- and part-time faculty at BCC. The purpose of the Assessment Inventory is to catalog, acknowledge, and disseminate the work BCC has done in assessment and outcomes in the past five years and to create a system of information about faculty as "assessment and outcomes resources" for each other. It provides baseline information about activities which have occurred and also sets up a "directory" of faculty experienced in various aspects of assessment and outcomes work.

The Inventory includes information on all assessment and outcomes activity at the College in the past five years, including specifics such as: name of the project, who conducted the study, what was written up, what were the major findings, and what was done with the findings? Are the results of the

projects/activities being used in classrooms? In general, what is currently being done which would reflect the effectiveness of the program for students?

The Inventory shows that considerable outcomes assessment work has been conducted, and is on-going, but the extent to which these efforts have been systematically disseminated across the College has not been well-documented. While individual faculty and programs have used the results of these assessment efforts in their own areas, the College may not have experienced the full benefit it would have if results and related changes in practice had been more widely and thoroughly communicated.

The Assessment Inventory is just one of several coordinated efforts to contribute toward the expansion of, and communication about, assessment efforts at the College. Increased utilization of these current and previous assessment efforts to improve student learning at BCC is its primary goal. Gathering all available information regarding assessment activities into one place and identifying issues so that the College can review and take action, based upon ideas generated by faculty and Student Services staff, will facilitate this process. The inclusion of names of faculty who are experienced in assessment and assessment techniques and can be instrumental as resources in the expansion of assessment efforts at the College will assist in moving toward this end, as will the list of professional development needs and the set of assessment issues identified by those interviewed. The 1996-97 Assessment Inventory Report will help to provide faculty with a comprehensive picture of assessment at BCC, hopefully leading to college-wide expansion and improvement in this important area of endeavor. The College is now in a position to further define and take action on student learning outcomes and institutional effectiveness activities, based upon the findings of this Inventory.

STUDY METHODOLOGY

In mid-November, 1996, all full- and part-time faculty received an Assessment Inventory Survey, with accompanying explanatory information, via e-mail (full-time faculty) or conventional campus mail (part-time faculty). In all, 148 full-time and 232 part-time faculty received the survey. Thirty-three surveys were returned, 17 from full-time and 16 from part-time faculty.

Also beginning in mid-November, 1996, all division and program chairs and selected Student Services program managers were interviewed. These inter-

views—71 in all—ranged in length from 30 to 90 minutes. This was a lengthy process which continued until March, 1997.¹

ORGANIZATION OF THE REPORT

A chart detailing the College's assessment activities from 1992 through 1996 (including those in process during the 1996-97 school year) appears on pages 6-9. This chart lists the various projects, dates, what the projects accomplished, and names of contact people so that readers wishing detailed information about any particular activity can pursue it directly.

The chart is followed by the results of the faculty survey and the interviews with division and program chairs and Student Services managers. At the conclusion of this discussion there is a Faculty Resource Guide which lists faculty who have expertise in various techniques or methods relating to assessment of student learning outcomes; conferences, workshops, and readings recommended by faculty; and the 1996-97 membership of the Teaching and Learning Council.

DEFINITION OF TERMS

Terminology used when talking about assessment of student learning outcomes and institutional effectiveness occasionally intervenes to muddle the clarity of the discussion and interfere with progress toward the common goal of improvements in student learning and institutional effectiveness. This is even more complicated at BCC as we also refer to our placement testing as "assessment," sometimes resulting in confusion over what assessment we are talking about. In fact there really is nothing "mysterious" about the concept of assessment. Very simply, assessment is a way of finding out that our students know and are able to do the things that we say they know and are able to do. Tom Angelo has an excellent definition of assessment which has been used nationally.

Assessment is an on-going process aimed at understanding and improving student learning. It involves making our expectations explicit and public; setting appropriate criteria and high standards for learning quality; systematically gathering, analyzing, and interpreting evidence to determine how well performance matches those expectations and standards; and using the resulting information to document, explain, and improve performance. When it is embedded effectively within larger institutional sys-

¹ The survey and interview instruments and a listing of the people interviewed are included in Appendix 1-3.

tems, assessment can help us focus our collective attention, examine our assumptions, and create a shared academic culture dedicated to assuring and improving the quality of higher education.²

This definition was included in the survey materials sent out to faculty. Keeping it in mind may help expand the assessment conversation at BCC and help to defuse the notion that assessment is mysterious or that only a few people know how to do it.

² AAHE Bulletin, November, 1995

II. SUMMARY OF ASSESSMENT ACTIVITIES AT BCC 1992-1996

An important first step in the Assessment Inventory involved gathering information on assessment work done in the past and organizing and publishing that information in such a way that it is understandable and useable to faculty and staff. Good work that has been done should be built upon, and used to improve the way we do things at the College. Making sure that everyone knows who has done what so that people's interests and concerns can be pursued is an essential element in this process. Table II-1 details the assessment projects and activities which have occurred at BCC since the 1992-93 school year. The table includes names of people who were involved with these projects so that interested faculty and staff may know whom to contact for more information. The table includes all the work recorded in the College's annual assessment reports; it is certainly possible, however, that some efforts have been omitted. If significant assessment efforts have been omitted, please contact the Office of Institutional Research (A104, X3152, MS A110) with the relevant information so that this chart will continue to be as accurate and up to date as possible.

Table II-1: BCC Assessment Activities, 1992-1997

Project	Year	BCC Participation	Activities/Results	Sources of More Information
CAAP Writing Assessment	1992-93	92 students	BCC students performed significantly better than other community college students	Robin Jeffers; 1992-93 Assessment Project Report
Writing Portfolio Project for English 100/100X	1992-93	2 BCC faculty	Student-assembled and evaluated writing portfolios	Gordon Leighton, Michael Meyer
Survey of faculty about student writing ability & writing assignments	1992-93	70 BCC faculty returned surveys (out of 395)	High level of confidence in writing instruction at BCC, frustration that many students do not take advantage of it, significant differences among divisions in approaches to writing	Sandy Anderson, Jerrie Kennedy, Doug Brown
Survey of students about writing at BCC	1992-93	700 students returned surveys from classes of 24 faculty	Self-assessments match well with faculty views, writing is a "have-to" activity, non-native speakers use writing labs the most	1992-93 Assessment Project Report
Writing Portfolio Assessment	1992-93	40 papers of 4 writing assignments		Roger George, Erick Haakenson, David Jurji, Woody West
Best Paper Project	1992-93	6 BCC students		Tom Nielsen, Rosemary Richardson, Laura Driscoll, Imelda Cannon, David Buckner, Virginia Hess, James Terise, Kathleen White
Good Writing Workshop	Fall, 1993	50 BCC faculty	Identification of what criteria characterize "good" writing	
AP English Exams & Holistic Grading Workshop	Fall, 1993	BCC faculty		
Use of Computer-Aided Instruction in Writing (video-conference)	Fall, 1993	BCC faculty		
Assigning More Writing Workshop	Orientation, Fall, 1993	BCC faculty		Gordon Leighton, Helen Taylor
Using Peer Groups to Evaluate Students' Work Workshop	Orientation, Fall, 1993	BCC faculty		Roger George, Jerrie Kennedy

Table II-1: BCC Assessment Activities, 1992-1997

Project	Year	BCC Participation	Activities/Results	Sources of More Information
Helping Poor Writers Workshop	Orientation, Fall, 1993	BCC faculty		Michael Meyer
Critical Thinking and General Business	1993-94	1 BCC faculty	Techniques for student self-assessment of critical thinking	Sandy Anderson
California Critical Thinking Dispositions Inventory	1993-94	2 Marketing classes	BCC students similar to other students; inventory measures attitudes, not skills	Sandy Anderson
Reading Lab Study	1993-94	68 BCC students	Moderate relationship between reading levels and drawing inferences	Karen Rothman
Classroom Assessment Techniques	1993-94	5 BCC faculty	Discussion of use of CATS in specific classroom situations	Sandy Anderson, Elayne Rousso, Karen Samdahl, Bonnie Wallace-Hoffman, Alan Yabui
Linking English 101 to enrollment in other courses	1993-94	4 BCC faculty	Improvement in instructional effectiveness for students	Robin Jeffers, Michael Righi, Helen Taylor, Kathy Steinert
Parent Education Outcome Assessment Survey	1993-94	16 classes, 13 faculty	Training for faculty in writing instructional goals and assessment of successful implementation	Sylvia Hobbs
Student Voices	1993-94	40 students, 8 of them from BCC	Students' assessments of their community college experiences	1993-94 Assessment Project Report
College-Level Readiness	1993-94	Faculty survey of abilities, database analysis of placement scores and course enrollments	Placement trends essentially static; in non-math and non-English courses, 1/3 and 1/2 college-ready, respectively; results of faculty survey led to contents of recently published "College-Ready" brochure	Suanne Carlson; 1993-94 Assessment Project Report
Writing Placement Project	1994-95	335 BCC students tested, BCC faculty from English, Dev. Ed., and ELI	Writing samples produce better placements in English courses than tests now used. Project resulted in the institution of the English "Block" which is currently in place and under review for changes by English faculty. COMPASS test being normed now to replace current testing. Increased understanding among faculty in these 3 departments.	Linda Leeds, Gordon Leighton

Table II-1: BCC Assessment Activities, 1992-1997

Project	Year	BCC Participation	Activities/Results	Sources of More Information
Graduates' Assessment Day	1994-95	109 BCC students, 13 BCC faculty	CCSEQ, Academic Profile, group discussion, essay writing, CCTDI, science reasoning exercise	Robin Jeffers, Jerrie Kennedy, David Jurji, Elayne Rousso, Jeffrey White, Don Heins, Kathy Steinert, Cathy Lyle, Rossie Norris, Alan Yabui, Sandy Anderson, Karen Samdahl, Jerry Barrish
Writing Assessment	1995-96	50 BCC faculty & staff	Identification of characteristics of strong and weak writing, faculty perceptions of writing at BCC, students' writing abilities	Robin Jeffers, Elayne Rousso
Classroom Assessment Techniques Workshops	1995-96	30 BCC faculty	Dissemination of information about alternative assessment strategies to faculty.	Jennifer Laveglia, Kay Gough
Student Focus Groups	1995-96	2 BCC faculty, 4 BCC students	Feedback on writing assignments	Robert Hobbs, Virginia Long
College-Ready Brochure	1995-96	Initial input: all BCC faculty; construction of document: TLC	Brochure (distributed Winter Quarter, 1997) details what it means to be "college-ready" at BCC	Robert Hobbs
Professional Development Day Session	1995-96	BCC faculty	Conversations among faculty about what works for them in assessment of student learning outcomes	TLC-sponsored event
Multicultural Efforts Workshop	1995-96	5 BCC faculty & staff	Proposal to do a study of the "Staying on Track" class as a model for success for students of color	Jim Bennett
Competency-Based Education (CBE) Workshop	1995-96	7 BCC faculty & staff	SBCTC-sponsored activity aimed at familiarizing campus faculty and staff about competency-based education. CBE group is now a sub-committee of the TLC.	Jim Bennett
Abilities Retreat	1995-96	3 BCC faculty & staff	Dissemination of techniques and information to participants	Elayne Rousso, Garnet Templin-Imel, Valerie Hodge
Writing Retreat	1995-96	3 BCC faculty attended, 1 as a presenter		Robin Jeffers, Robert Hobbs, Sara Canady

Table II-1: BCC Assessment Activities, 1992-1997				
Project	Year	BCC Participation	Activities/Results	Sources of More Information
Abilities Institute	1995-96	8 BCC faculty & staff		Suanne Carlson, Elayne Rousso
Institution-wide writing assessment	1996-97	BCC faculty	In process	Robin Jeffers
BCC Writing Performance Criteria	1996-97	5 English faculty	Development of criteria upon which good writing is judged	Robin Jeffers, Rhonda Gilliam, Jerrie Kennedy, Kathleen White
Quantitative Skills Assessment	1996-97	11 BCC faculty & staff	On hold	
Community College Student Experience Questionnaire (CCSEQ)	Fall, 1996	500-student sample	Results available Spring, 1997	Student Services effort
First-Quarter Student Study	Fall, 1996	2 part-time faculty, 1 classified staff, 1 administrator	Report disseminated April, 1997	Gerry Becker, Eileen Feller, Cam Yeend, Valerie Hodge
Assessment Inventory	Fall & Winter, 1996-97	71 program chairs & Student Services managers	Report disseminated May, 1997 Interview results established a baseline of assessment activities, issues, techniques, and needs	Valerie Hodge
Skill Standards Project	1996-97	NWCET staff	Established and validated the skills needed in 9 information technology occupations	Carol Mandt, Sandy Anderson, Michele Royer
Competency-Based Education Committee	1996-97	7 faculty & staff		Cheryl Becker, Patti Hoffer, Ron Taplin, Jack Surendranath, Garnet Templin-Imel, Alan Yabui, Valerie Hodge
COMPASS	Winter, 1997	Assessment Office	Norming of this test to replace current instruments used to place students in math and English classes	Laura Price, English, Math faculty
Information Literacy Across the Curriculum (ILAC)	1996-97, on-going	6 faculty	In process	Francine Walls
Source: BCC Annual Assessment Reports				

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III. FINDINGS OF THE FACULTY SURVEY

Of the 380 surveys sent out by e-mail (full-time faculty) and conventional mail (part-time faculty), 33 were returned. Of these, 17 were from full-time and 16 from part-time faculty. Faculty from the English department sent in the most surveys (9), followed by Foreign Language and AOS (3 each) and Economics, Early Childhood Education, and English as a Second Language (2 each). Single surveys were received from the following departments (or divisions): Educational Development and Health Sciences, English Language Institute, Accounting, International Programs, General Business Management, Environmental Science, Math, Business, Biology, Interior Design, Science, and Enrollment Services. The following summary represents findings from just these 33 faculty members, representing nine percent of all faculty in Fall Quarter, 1996. Because the return was so low for this effort, the results should be interpreted with some caution, as the respondents represent a very small proportion of BCC faculty. Fortunately, considerable detail is available from the interviews conducted with 71 division and program chairs and Student Services managers. These interviews cover literally every program and area of the College, providing a more comprehensive picture of attitudes toward, work in, and concerns about student learning outcomes assessment and institutional effectiveness.

FACULTY ACTIVITIES IN STUDENT LEARNING OUTCOMES ASSESSMENT

Faculty were asked what they personally are doing in the area of student learning outcomes assessment (now and in the recent past). Thirty of the 33 respondents were able to make at least one comment about some student learning outcomes assessment activities in which they are engaged. While some are of the more traditional nature (e.g., written tests), many are innovative and novel approaches to the issue of knowing what students are learning. Following are the ways in which faculty report being involved in this effort:

- Oral presentations
- Oral questioning in class—responding to areas of confusion
- One-on-one conferences (2 responses)
- Site visits to place of employment (checklists used)
- Group problem-solving
- Reflection-writing by students about challenging issues at work
- Discussions relating real-life issues to theory
- Student self-assessment of goal-setting and subsequent implementation, observation, and recording of results

- Changing structure of assessment to smaller units of analysis, more frequent quizzes, then evaluating results and modifying both assessment and teaching accordingly
- Written tests
- Competency-based Education
- Classroom participation
- Students track their homework and assessment marks in portfolios and assessments are done at the end of every unit.
- Writing outcomes assessment
- Writing Assessment Project
- Writing portfolios
- Course outcomes are clearly stated on the syllabus. Assignments and criteria for evaluation are based on these outcomes with student self-assessment at the end of the term
- "Pre-course assessment"—questionnaires, freewrites, self-evaluations to determine prior knowledge and misconceptions regarding content, with related adjustments of content and pacing
- Problem-solving exercises to teach and assess critical thinking and writing
- Teach question-asking with students creating their own quiz and discussion questions
- Critical thinking skills, communication skills, cultural tradition and social change
- Weekly journal entries where students say what they have learned that week and how the class is going for them
- Master's Thesis on Student Learning Outcomes Assessment for the Parent Education Program
- Self-paced learning
- Trying new things and conferring with colleagues
- Membership on the Teaching and Learning Council
- Homework and textbook assignments which are always returned and discussed prior to written and practical tests in order for the students to have opportunities to focus on specific material and concepts with which they may be unsure
- Lab books
- Test analysis to see that all material is covered and that questions are not too easy, too difficult, etc.
- Projects requiring application of course material
- Short class questionnaire toward the beginning of the quarter asking about the quality and appropriateness of the course and level of information, providing the instructor with information which can be used to adjust how the course is structured to fit student needs

- Assignment of study buddies so students learn to help each other answer questions and work through problems
- Cards for immediate feedback—what did you learn today, what confused you today
- Giving examples of what “good” answers or work is
- Mid-term evaluation forms (in addition to end of course forms)

DEPARTMENTAL ACTIVITIES RELATED TO PROGRAM EFFECTIVENESS

After the opportunity to describe what they do personally, faculty were asked about what is being done in their departments which would reflect the effectiveness of the program for students. Twenty of the 33 respondents, representing 18 departments, stated that their departments were engaged in some general way with student learning outcomes assessment.

- Teaching in the electronic classroom “enhances lectures and keeps students more interested [and] hopefully they learn more.”
- A criteria checklist is maintained for every student. In this is listed the curriculum goals, the dates when topics are introduced, and specific class activities which assess students’ achievement of each of the criteria.
- Teacher observations
- Peer learning
- SGIDs
- Student evaluations (2 responses)
- Redefinition of goals and learning objectives of developmental reading and writing sequences
- Examination of ways students are placed in English and passed on
- Recommendation of COMPASS as a placement tool
- Reorganization of the developmental sequence into the “Block” and evaluation of how the Block is working
- Examination of goals and objectives for English composition courses
- Gathering of data on literature courses to enable an evaluation for consideration of change
- Departmental representation on the Teaching and Learning Council
- Departmental meeting on student learning outcomes assessment
- Attention to Advisory Committee concerns
- Promotion rate of students
- Final exams marked by faculty *other than* the classroom instructor
- Looking at curricula to ensure that multiple ways of teaching desired outcomes are available
- Connection with programs which require our courses for their students and how they do

- There is a close link between private sector and graduates' skill levels. The program is currently upgrading the certificates and the degree to make sure students can both enter and work effectively after entrance to the job market.
- Portfolio development
- ASID student chapter is the best in the country
- Showcase in the spring which demonstrates course work from all the classes in Interior Design
- In AOS, *every* instructor is evaluated by students *every* quarter.

ASSESSMENT TOOLS, METHODS, OR TECHNIQUES

Faculty were also asked to list methods, tools, and techniques of outcomes assessment which they have used. Twenty of the 33 respondents listed tools or techniques which they use for student learning outcomes assessment and these are summarized below.

- C.D.A. Observation Tool (Child Development Associate Certificate)
- Thelma Harms Child Care Assessment Tool
- King County Child Care Assessment Tool
- Item analysis for the number of wrong and right answers on test questions
- Self-assessment
- Peer assessment (in groups and singly)
- Peer editing
- Tests
- Portfolios
- Ink sheddings
- Criteria sheets for assignment evaluations
- Audio tapes with critiques of student papers
- Short feedback items: one-minute papers, most confusing point
- Analytic grids, mind maps
- Learning styles test with self-evaluation of how well the results describe the student
- Journals
- SGIDs
- Specific course evaluation (in addition to college course evaluation)
- "Model essays" which define criteria and standards for writing
- Writing assignments which also address critical thinking skills
- Stories on tape to help ESL students
- Requiring composition on word processors for "standard form" learning
- Audio tape feedback
- Nelson Denny test results

- Perry scheme for grading
- Student course feedback handout four weeks into the term
- Grading checklist to clearly state expectations
- Use of group or pair assignments
- Pre- and Post-testing for skill development assessment
- Post-exam discussion of "most-missed" answers
- "Current events" writing and application of principles
- Lab practicums
- Article summaries
- Practical (skill demonstration) tests
- Student feedback about the exams, assignments, and course content related to instructional effectiveness
- Lots of writing with lots of feedback to students

TRAINED SGID FACILITATORS

Respondents were asked specifically if they had been trained to conduct **Small Group Instructional Diagnosis (SGID)**, an assessment technique which has become quite popular.³ Six of the 33 respondents—all from the English department—are trained as SGID facilitators: Eileen Feller, Linda Leeds, Gordon Leighton, Jerrie Kennedy, Karen Rothman, and Nancy Eichner.

TRAINED FOCUS GROUP FACILITATORS

Faculty were also asked if they had been trained to conduct focus groups; however, no respondents reported having this training.

STUDENT OUTCOMES OR ASSESSMENT PROJECTS

In order to obtain further information, which would likely not have been included in the annual assessment reports, faculty were asked about any projects they themselves had conducted. Nineteen of the 33 respondents reported being involved with assessment projects of one kind or another at the College; however, in most cases, evidence that results of the projects had been applied elsewhere at the College to improve student learning were not well-documented. Following are the projects cited by faculty:

- Writing Assessment Project, Spring, 1996 (2 responses)
- First-Quarter Student Study, Fall, 1996

³ A brochure describing SGID is included in Appendix 4.

- Evaluation of essays written by students who challenge their English placement (student placement determines makeup of classes)
- Holistic writing evaluation training
- TLC writing assessment, Spring, 1996
- Redefinition of goals and learning objectives of developmental reading and writing sequences
- Examination of ways students are placed in English and passed on
- Recommendation of COMPASS as a placement tool
- Reorganization of the developmental sequence into the "Block" and evaluation of how the Block is working
- Examination of goals and objectives for English composition courses
- Gathering of data on literature courses to enable an evaluation for consideration of change
- Coordination of reading in courses with the Reading Lab programs
- Daedalus discussions in the Writing Lab
- Development of criteria for assessing writing and writing assignments college-wide
- Syllabi analysis in the English department to determine kind, number, and evaluation methods for writing assignments
- Development of current General Education Learning Outcomes (specific listing of which outcomes are covered in which courses, in what ways)
- English placement norms evaluation
- Campus-wide assessment of students with intent to transfer
- Hosted faculty discussion groups on classroom assessment techniques
- Tracking students to see whether students who have the prerequisites do better than those who do not

ATTENDANCE AT WORKSHOPS OR CONFERENCES DEALING WITH IMPROVING STUDENT LEARNING OR ASSESSMENT

Since professional development opportunities have been found to be instrumental in expanding and strengthening assessment efforts, faculty were asked about their participation in conferences and workshops on outcomes assessment. Twenty of the 33 respondents reported attendance at one or more conferences or workshops having to do with student outcomes assessment, and their answers are summarized below.

- SCCC "Train the Trainers" for child care faculty, 1993
- Design of new assessment tool with King County Child Care Program, 1996
- Fall Career Day at the Seattle Design Center where discussions by faculty from many different institutions took place regarding various assessment techniques, including portfolio methods

- SBCTC CBE training, Summer, 1996
- ACTFL Foreign Language Conference, November, 1996 (2 sessions on assessment)
- Oral Assessment Workshop, 1996 (ABE/ESL)
- WCTCHA Conference, 1994, 1996
- Cultural Pluralism Institute, 1994
- Professional Development Days, 1994-1996
- SBCTC-sponsored events, 1995, 1996
- Humanities Conference, Spring, 1995
- Assessment, Diversity, Learning Styles, CWU, 1996
- International Conference on Critical Thinking and Environmental Reforms, 1993, 1995, 1996
- New Jersey Association for Developmental Education, 1996
- EdCC two-day workshop with Alverno College people, 1991
- Two-day workshop in CQI in Education, 1992
- Washington Center workshops
- Learning Communities Conference, Washington Center, 1994
- Cultural Pluralism on College Campuses, Washington Center, 1995
- Improving Introductory Economics for Women and Minorities, NSF Workshop, 1995
- SOC Conference, 1996
- Attendance at TLC-sponsored activities
- Great Teachers Seminar, 1994
- Northwest Accounting Educators Conference, 1996
- Lake Washington Technical College Conference, 1996
- Association of Department of English Chairs, 1996
- Catherine Beyer's workshop on giving and evaluating writing assignments, 1996 (2 responses)

RECOMMENDED BOOKS OR OTHER READING MATERIALS ABOUT IMPROVING STUDENT LEARNING OR ASSESSMENT OF STUDENT LEARNING

Professional development also occurs through individual faculty reading and applying what they have learned, without any organized group effort. Fifteen of the 33 respondents identified books or other materials dealing with student learning outcomes assessment that they would recommend to other faculty.

- Embracing Contraries, Peter Elbow
- Teaching Adults-An Active Learning Approach, Betty Jones
- Seven Intelligences, Howard Gardner
- Black Children, Janice Hale
- Pedagogy of the Oppressed, Paulo Friere

- Classroom Assessment Techniques, Angelo and Cross
- Set of Assessment Tasks for French, German and Spanish from the Indiana Department of Education
- Any works by Peter Elbow
- Any works by Knoblauch and Brannon
- Lives on the Boundary, Mike Rose
- The Process of Education, Jerome Bruner
- Handbook for the Assessment of Diversity, Merging Effective Models of Diversity with Teaching and Learning and the Curriculum, James B. Anderson, North Carolina State University
- Errors and Expectations, Shaunessy
- The Closing of the American Mind, Bloom
- The Opening of the American Mind, Levine
- Monkey, We Ch'eng-en
- Meditations, Marcus Aurelius
- Candide, Voltaire
- The Prelude, or the Growth of the Poet's Mind, Wordsworth
- Letters to a Young Poet, Rilke
- Washington Center Notebooks on Assessment
- Making Teaching Community Property, Pat Hutchins, et al
- Helping Your Hyperactive Child, John F. Taylor
- Readings for Educators, Selected reprints on dyslexia
- Smart But Feeling Dumb, H. N. Levinson
- Patterns, Linda Leeds (available in BCC bookstore)
- Mastery Teaching
- "Promoting Active Learning in the Life Science Classroom" Annals of the New York Academy of Sciences
- Teaching the Adult Learner
- Innovation in Teaching for Business Educators
- Primer for Research on the Freshman Year Experience

FACULTY PROFESSIONAL DEVELOPMENT WHICH WOULD HELP TO EXPAND STUDENT OUTCOMES AND ASSESSMENT ACTIVITIES AT BCC

Finally, respondents were asked what they felt were their professional development needs in the area of student learning outcomes assessment. Twenty-four of the 33 respondents had opinions on ways in which BCC could address faculty professional development needs in the area of student learning outcomes assessment and institutional effectiveness, including the following:

- Opportunity to create an integrated model of ECE offerings which address a range of learner needs

- Establishment of tools and metrics to measure and assess student learning on an on-going basis
- Assessment devices which would give information on how well students are integrating information from various courses
- More workshops and training sessions at BCC that describe and discuss different assessment tools and techniques
- Discussions with other faculty about techniques for assessment of critical thinking
- Basic introduction to assessment activities and how to implement them
- More student participation in assessment
- Organized peer coaching for faculty
- Paid time for conferences with students (part-time faculty)
- Discipline-specific activities
- More time to talk with colleagues (part-time faculty)
- Knowledge about what non-English department teachers teach regarding writing
- Knowledge about what English teachers teach re: rhetorical modes, grammar, and literature
- Sharing effective teaching/learning strategies and assignments with other faculty (2 responses)
- James B. Anderson's presentation on assessment, diversity, and learning styles addresses many of the questions on student outcomes assessment.
- More time to evaluate that what we are doing is working
- Use of Washington Center resources
- Information about specific assessment techniques, tools, methods, and how to use them
- Information from other colleges about assessment activities, especially discipline-specific ones
- Prioritization of outcomes by program chairs
- Communication across the campus about what people are doing in the area of assessment
- Techniques to make our orientations and other "student life" teaching experiences more successful for students
- Copy of the Cross and Angelo book

IV. INTERVIEWS WITH DIVISION AND PROGRAM CHAIRS AND STUDENT SERVICES MANAGERS

INTRODUCTION

Interviews were conducted with all division and program chairs and selected Student Services managers—71 interviews in all. The information provided by Student Services is by nature different from that referring to classroom assessment and student learning outcomes, so it is included separately and organized somewhat differently. Because it is useful for the College community to understand the magnitude of skills development which occurs as students progress through or have contact with Student Services, this discussion is included first.

A STUDENT SERVICES PERSPECTIVE ON STUDENT LEARNING OUTCOMES ASSESSMENT

In looking at student learning outcomes assessment, most people tend to concentrate on the classroom and teaching faculty. This focus neglects the significant learning which takes place either wholly independent of the classroom or occurs elsewhere but nevertheless relates and contributes to instructional activities. Such non-classroom learning is particularly evident in Student Services.

Student Skills Attainment in Student Services

There are four primary skills which Student Services helps students to attain: system navigation, self-responsibility and independence, logic and logical consequences, and communication skills. The staff in Student Services generally look at student learning outcomes by saying, "What do we want students to come away from here with? What skills and abilities can we help them attain?"

One of the primary skills students need is the ability to navigate the BCC system. This ability will make their experience with the College smooth and productive, but it also provides skills which can be applied to navigation of other systems, e.g., employment, other higher education, and government.

The ability to obtain necessary information and apply it to one's own situation is key to this navigation. Knowing how and where to get information is a valuable skill to have and knowing how to get it from an institutional sys-

tem is just as important as knowing how to get it from the library or the Internet. Technology has changed the way the College operates, particularly with regard to how information is obtained by students, and students must be able to adapt and use it. Student Services is in the thick of technological change at BCC. College systems have, in many instances, transformed from one-to-one/person-to-person to a one-to-one/person-to-machine approach, and students must know how to use and take advantage of this. Examples of this in Student Services include touchtone registration, the College's website, Worldwide Web career search opportunities in the career center, and the new student information kiosks. High-use statistics on these services indicate that students are learning and using these new technologies.

A second life skill which Student Services staff concentrate on is self-responsibility and independence. Examples of ways in which a student gains these skills include: not being able to register due to a fine of some type and working through the process to resolve the situation (this particular example relates to logical consequences as well), using the new kiosks to obtain independently the information which they previously had to ask someone for, and use of the BCC website to acquire information about the College.⁴

Another learning opportunity, related to the self-responsibility skill, is the personalized registration letter sent to students each quarter with information on how to enroll for the next quarter. This letter includes a wide array of information the student can use in educational planning. Much of the letter is spent telling the student what the College knows about him/her with opportunities to correct any inaccurate information noted.⁵ Other learning opportunities include time taken with a student who is upset and acting inappropriately in order to demonstrate appropriate behavior and to provide an opportunity for the student to show that s/he can adjust and behave appropriately. Student Services tries to present students with situations where they can do things for themselves, building on these traits of self-responsibility and independence. Evidence of outcomes might be immediate (in the case of exhibiting appropriate behavior) or they might be more long-term.

Logic and the understanding of logical consequences is another skill which comes into play in students' dealings with Student Services. The "If this, then ..." scenario is played out frequently, for example in placement test

⁴ To encourage website use, Student Services sent postcards with the URL for the BCC website out to all students who indicated they had Internet access in last Fall's touchtone survey.

⁵ See Appendix 5 for a copy of this letter.

scores, prerequisites, and the timing and order of courses. Many cause-and-effect sequences are quite inflexible, so students have to be able to figure them out according to their own educational needs, because in many instances the system is not able to adjust to fit them.

The fourth skill, and possibly the ability most valued by the *entire* College community, is communication skills. Students practice both oral and written communication skills in the Student Services area when they learn how to fill out forms properly, write letters for appeals or information, or express themselves orally in order to have questions answered or address some need they have at the College. In at least one case in Enrollment Services, a standard form was eliminated in order to force students to write a coherent letter to make their case for an appeal.⁶ This approach doesn't make it any easier for Student Services staff, but it does create a "learning opportunity" for students. Educational Planning also is involved with the development of students' communication skills as they review essays students are required to write for entrance to four-year institutions and for financial aid applications and review résumés which students create. When students show a need for reading or writing skills to enable success in their courses at BCC, advisors direct them to the Reading and Writing Labs for skill improvement. While improvement in communication skills is one of the intended outcomes, Student Services hasn't found ways yet to measure the degree to which students are achieving or improving upon the targeted skills.

Skills Attained by Students in Financial Aid

One area where student learning outcomes are critical to the student's continued enrollment at the College is Financial Aid, where students learn a wide range of skills regarding budgeting, financial terminology, following directions, reading carefully, meeting deadlines, and writing clear, concise appeals and explanations. Students also have an opportunity to demonstrate quantitative reasoning skills in the financial aid application, which involves considerable mathematics and budgeting. Communication skills learning opportunities arise when students get unsatisfactory (from their perspective) answers about financial aid. Written appeals or requests for waivers or exceptions require background research and good presentation of evidence to support the case, so further writing skills and critical thinking and problem-solving skills are also employed. Under these circumstances there is a very practical motivation for thinking and writing clearly. The consequences of inadequate communication skills can be severe enough

⁶ Copies of some of these letters are included in Appendix 6.

that students might not initially receive, or might lose, financial aid support. Unclear writing or unsubstantiated claims can result in an appeal being denied, and special circumstances cannot be recognized if students fail to adequately explain themselves. One of the goals in Financial Aid is to work with the students to help them understand and apply these skills.

Skills Attained by Students in Disabled Student Services

Another area where outcomes are closely tied to continued student enrollment is Disabled Student Services (DSS) where, in terms of institutional effectiveness, staff look at growth of the program due to outreach, a low number of faculty "non-cooperation reports," increasing numbers of student referrals, and increasing documentation of student success at the College. One of the important goals DSS staff have for their students is learning to be self-advocates, to be able to move through a process, collect information, use that information to their benefit, and to learn how to negotiate for themselves. Students need to learn to understand their disability and how to succeed at obtaining what they need. Again, these are the four themes of system navigation, self-responsibility, logical progression, and communication skills.

Accommodations for disabled students must be renewed each quarter, so the students have a chance to work with many different faculty, and they get a chance to practice these self-advocacy skills as long as they are at the College. Confidentiality is an important issue with regard to disability status and DSS staff are not allowed to talk to anyone about an individual's disability, which is why the self-advocacy skills are so essential. As is the case elsewhere in Student Services, knowledge of how to operate in a system is an important skill for DSS students since BCC's system is by no means the only one they will need to know how to negotiate. These students also need to learn to deal with vocational rehabilitation, independent living, societies who help people with particular disabilities, and other outside systems. Additionally, they need to be informed enough to know what resources, such as assistive technology, are there for them.

Advising for disabled students is another important function. Included in this are what the staff call "career reality checks" which involve discussing the disability and the impact it has on a student's career choice. The staff also give advice on how to handle the disability in a job interview: how to identify it and discuss how it will or will not impact that particular position, as well as how to successfully "self-present"—a skill very few DSS students possess when they come to the College. Such advising is particularly impor-

tant for students with invisible (such as learning) disabilities. DSS will soon be starting a new program of bringing employers in to address disability issues in the workplace.

Like other areas of student services, DSS tries to teach self-responsibility, that is, that the student has the responsibility to see to many aspects of his/her own life at the College. The need to plan ahead is a good example of this: a four- to six-week lead time is required to obtain books on tape and if the student procrastinates, the books on tape won't be available. One way staff in DSS have of knowing whether students are making progress in this area is the number of students considered to be "chronically irresponsible," e.g., always late making requests and arrangements.

Testing is one College function where adjustments are often made in order to facilitate a disabled student's success. Students with learning disabilities are a fast-growing segment of the disabled population and DSS often provides a quiet place and a longer time for testing. Many of these students process information differently, develop high levels of anxiety, and are unable to perform up to their true ability levels in a regular testing situation. Alternative testing can be a remedy for this. For example, DSS staff knew from close personal contact that a particular student knew the material from a certain course but then "bombed" the exam. Staff can cite instances of students' grades rising from F to C+ when alternative testing was implemented. Here the staff are trying to eliminate the factors which interfere with the learning process and the demonstration of what has been learned.

DSS also concerns itself with how students feel about their disabilities and makes efforts to educate them that it is not "the kiss of death" to be labeled "disabled." An increasing comfort level with his/her situation and an adjustment to it are important elements in the student's success in college. One of the ways DSS knows whether or not things are working out for students is simply monitoring their grades with them. Were they failing before they began making use of DSS services? Were they formerly dropping classes but now completing them?

DSS also has a role in professional development for the campus regarding students with disabilities. They provide information to division chairs, since there are many things individual instructors need to know, and they conduct workshops which are designed to inform College faculty and staff about disabled students' needs. One way DSS knows that this "professional development" is working is that the numbers of telephone calls with questions and of reports from students about non-accommodation and non-cooperation are decreasing.

Skills Attained by Students in Educational Planning

A major effort of Student Services, intimately related to a student's educational success, is educational planning or advising. While advising duties are spread across the campus, with all full-time faculty having a responsibility to advise 50 students each quarter, substantial effort takes place within Student Services. Educational Planning is charged with advising all exploratory students, i.e., those who have not declared a more specific educational intent—about 2,000 students at any given time. Measuring outcomes is very difficult in Educational Planning, as those outcomes relate to such things as plotting out an effective, efficient, meaningful educational program. Educational Planning staff do give first-time students a survey about their advising experience which can be used to track students' perceptions of the success of advising at BCC. Additionally, because it is the responsibility of the divisions and program faculty to advise students with declared majors, when students who have been referred to the divisions come back to Educational Planning for further assistance they are asked to complete a form indicating what their advising experience was in the division and their reasons for returning to Educational Planning for this activity.⁷

Because of the College's large four-year transfer population, Educational Planning spends considerable time keeping up with what the four-year institutions require for transfer and what individual colleges within institutions require for admittance. An obvious outcome measure would be whether or not our students who transfer to four-year institutions have been accurately informed about requirements and whether they achieved what was required at BCC prior to transfer. Staff concerns about student outcomes include: the ability to serve all students, the adequacy of training for full-time faculty who are expected to advise 50 students per quarter, the number of "self-advised" students at BCC, and whether advising should be mandatory for some or all of our students.

Skills Attained by Students in Assessment (Placement Testing)

One area which has considerable information on incoming students' ability levels is the Assessment Office, which tests students for placement into Math and English courses. Their business is to know the academic abilities of the students whom they test and to see that they are placed appropriately

⁷ See Appendix 7 for samples of forms used by Educational Planning.

in order for them to have an effective, efficient educational experience. This office estimates that current placement is about 75 percent accurate in getting students into the right courses for their ability levels. To assess what they do and how it is working for students, at the conclusion of each full testing session Assessment Office staff administer a survey about what was covered, were things missed, was too much time spent on some things, etc. Adjustments are then made for subsequent testing sessions. Additionally, staff are available at the end of the sessions so that students can ask questions about their assessment results.

Active learning takes place in these full assessment sessions. At the beginning, icebreaker techniques are used to move along the path of group process and, since both new and continuing students are present, the continuing ("experienced") students answer the questions of the new students, thereby becoming teachers themselves and reinforcing what they already know. The content of these sessions is also adjusted based on the mix of the group, e.g., predominantly new or predominantly continuing, BCC students.

A further activity during the full assessment is completion of a "College Success Factors" sheet, which is designed to get the students thinking about their educational plans and how their own characteristics and desires fit with course offerings. When students have completed this sheet they have created a valuable tool to use in analyzing how certain courses will or will not work well for them. In addition to this, assessment gives students general information about how to succeed in college, e.g., how to study, how **not** to study, how many credits to take based on other things going on in your life, etc.⁸ The main goal of these activities is to generate questions for the students to ask during their advising appointments so that the time will be well-used. One way to measure whether this goal is being reached would be to monitor the behavior of students who have been through the assessment testing process when they go to their advising appointments. Such tracking would require feedback from Educational Planning to Assessment.

The implementation of the new COMPASS assessment package will lead to new student learning outcomes through the Assessment Office. COMPASS is a computer-adaptive system, so students will need to be able to navigate the technology in order to complete the assessment. Understanding the software and computer technology at a certain level will be part of the learning which takes place during the assessment process with this new system. This system will be fully operational in Winter, 1998.

⁸ See Appendix 8 for samples of materials distributed by the Assessment Office.

Skills Attained by Students in the Women's Center and Human Development Classes

The Women's Center and the Human Development Center are the two functions within Student Services which offer actual classes. These classes have to do with personal skills (e.g., self-esteem, assertiveness), career search skills, and college success. Because the classes offered by the Women's Center are funded externally and those funds are linked to performance criteria, Women's Center staff collect a great deal of follow-up data about their students, including information about people finding a job, being retained in a job, continuing on for further education, etc. The Human Development staff do not track students in their classes in this way; however, skill development as a course outcome is measurable and could be assessed in the future. The Women's Center has fostered a Transfer Club and a number of study groups which are assumed to contribute toward student success, but staff members have not documented whether students in these groups achieve their goals at BCC and/or transfer successfully to another institution.

Skills Attained by Students in the Student Health Center

The Student Health Center is in the business of promoting wellness by keeping students informed about health issues. The Center also provides minor health care services such as hearing tests, blood pressure testing, and certain blood tests which involve finger pricks only. Occasionally, staff make arrangements for an outside health care source provide services on campus. Outcomes which the staff want students to come away with include: increased knowledge of their bodies; how to treat minor health care situations themselves and how to recognize when a professional should be involved; the importance of preventive care (e.g., shots and mammograms); and knowledge of various diseases and the probabilities of contracting them (e.g., based on behavior or on family histories). Few ways have been established so far which would inform the staff about whether or not students are achieving the intended outcomes. They do not have the staffing capability to conduct phone follow-ups to see if students pursued a referral, for example. They are trying to move toward a "self-help" model under which students can identify their symptoms and figure out what is wrong and what treatment is required. Redefining Student Health Center services in this way will require extensive student training.

Skills Attained by Students in Multicultural Services

Multicultural Services (MCS) has a particular mission to help students of color at the College feel comfortable here at BCC, understand that there are support systems for them (e.g., the student ethnic clubs), build skills in goal achievement, and support and extend their self-esteem. MCS staff particularly want these students to gain life skills, which are more difficult to achieve when a student does not have a history which would predispose him/her toward valuing and obtaining them. In one sentence, the MCS mission is: To help students of color achieve their goals while remaining themselves. Effectiveness measures are not readily available in this area. Students come to them for help and they give it, but they don't really know the effect of that help, although the staff may assume that the problem is solved or that the strategy worked if the student does not come in again. When staff see a particular student often, they may observe progress in the way that student handles him/herself and succeeds at the College, but such outcomes assessment is anecdotal at present.

Outcome Measures in Student Services

While Student Services has few actual outcomes measures in place to determine whether or not students are achieving the skills they intend them to achieve, they have dedicated this year to working in this area and will have measures in place as a result of this effort. One examples of a possible measure is tracking how many times a student asks for help before he/she can do something on his/ her own. This would provide a measure of how well staff are succeeding at teaching students to use the system independently. Outcomes measures would also be helpful in relation to activities such as multicultural events where the goals are to educate and promote cultural pluralism. Student Services staff organize events assuming that the events will achieve the goals and lead to behavioral changes, but at present there are no outcomes assessment processes in place to follow up on the assumption. Staff would very much like to know the actual effects of the activities they plan.

Workforce Training, a program which is specifically mandated to track and report on student outcomes possesses outcomes data and reports that data. It is helpful that this program has a singular mission: reemployment. Workforce Training staff know whether their students are placed in jobs or not and they follow-up both by mail and by phone to track former students' continuing employment status.⁹ Results from this program are good: the

⁹ See Appendix 9 for a copy of the follow-up postcard.

former students are mostly working and making between \$12 and \$15 per hour. For the majority of former students, staff know where they are working and what the characteristics of the jobs are as well. This program is oriented toward practical, useable job skills and their application in the workforce. Accordingly, the "Compass for Success" class, which helps students figure out what it is they want to do, and a new four-credit AOS class, which provides basic computer skills which will be needed by virtually all of these students, have been successes so far. In fact, many of the students find employment directly after taking "Compass for Success" and never participate in the College's training programs. Workforce Training staff work closely with the Career Center and conduct psychological testing and occupational aptitude, interests, and skills inventories to determine an individual's strengths and weaknesses, as well as likes and dislikes, so that good choices can be made.

In the counseling area, state-wide, a Washington State Comprehensive Guidance and Counseling Plan is being developed which will include student abilities both in the K-12 and higher education systems and benchmarks, indicating ways to know if the abilities have been achieved. Counseling faculty at BCC will be looking at their curriculum to see whether it addresses these essential skills. Currently, things that the counseling staff find out from students like "I wish I'd know when I first came to BCC . . ." are incorporated into orientations. In the college-wide planning process, the counseling staff proposed a "College Survival Across the Curriculum" project which would involve non-Human Development faculty providing these types of skills in non-Human Development courses. In personal counseling, an area in which it is particularly difficult to measure success in terms of student outcomes, one immediate method is the "handshake assessment" noting whether the initial handshake is a clammy, nervous one and the ending handshake is a dry, relaxed one.

In general, counseling faculty are concerned primarily with the personal abilities which enable students to be successful in college. Consequently, they teach classes on college survival, assertiveness, self-esteem, stress management, etc. They use exams, personal interviews, and interest inventories to help gauge whether a student is acquiring the abilities, but they are not totally satisfied with the measures they have.

Disabled Student Services, in looking for measures of effectiveness, is considering calling students to talk with them about their experiences and find out what differences DSS is making in their lives. When instructors request advice about accommodation for students in their classes and when more faculty are referring students to DSS, the DSS staff feel that faculty and

staff are concerned and informed, an important outcome for them and for the students, ultimately.

Assessment Activities in Student Services

One project undertaken this year which will yield certain kinds of student outcomes and institutional effectiveness data is the Community College Student Experiences Questionnaire (CCSEQ), administered in November, 1996. Given to 500 students, with a 60 percent return rate, it asked questions about their experiences at BCC in an attempt to discern the ways in which the College is making a difference in the lives of students. This project was conducted state-wide, providing the ability to make comparisons with other institutions.

On-going Student Services projects intended to promote student success include: Health Sciences Support, Student Intervention, and Staying on Track. Housed in Multicultural Services, these three programs work to increase the success of students of color at BCC, although the Student Intervention Project works to a certain degree for all students. In this latter project, faculty volunteer to participate in "watching out" for students who are at risk of not being successful in their course. This could be due to missed classes, missed assignments, poor performance on exams, etc. Letters are sent out from the faculty to the students in the hope that personal interest will motivate these students. The Staying On Track class is essentially BCC's College Survival class with a "cultural overlay." These projects deserve investigation which would document their effectiveness for and effects on students. While there is considerable support for the on-going projects in Student Services, evidence of the difference they are making in students' lives is currently anecdotal. Research into the outcomes of these projects would be useful so that the institution can make informed decisions about institutional effort in these areas.

In terms of professional development efforts, Student Services makes efforts to educate and inform staff about the assessment of student learning outcomes and institutional effectiveness. An annual Student Success Conference is regularly attended by staff and during Winter Quarter workshops were held, dealing with student learning outcomes as it relates to Student Services. One of the methods staff in Student Services use, particularly at the front desk or when on the telephone with a student, is not to answer too quickly. This technique gives the students time to problem-solve and figure things out for themselves, again trying to reinforce development of self-responsibility and independence.

Student Services identified student learning outcomes as a high priority for the 1996-97 year and all areas have been working on outcomes efforts. During Spring Quarter, the staff will meet monthly with outcomes as the focus. Individual units within Student Services may be meeting more frequently to work on outcomes-related issues specific to the services they provide.

THE NORTHWEST CENTER FOR EMERGING TECHNOLOGIES (NWCET)

Student learning outcomes planned for the instructional programs associated with the NWCET are the main focus of the curriculum development efforts of the occupational training programs they are developing. Their work on skill standards for these occupations has been thoroughly researched and validated by industry, so that students enrolled in these programs will be graduating with skills which industry has said are critical to the functioning of those jobs. The curriculum development efforts have resulted in definition of performance criteria which relate to competency attainment and identification of the technical knowledge and foundation skills which are fundamental to successful performance. The system to be developed will include specific tracking of skill attainment as students progress, as well as exit standards which equate with the entrance standards required by business and industry. The faculty working in these areas will be looking for support from faculty in other areas of the College for achievement of the foundation skills which these students will need. These skills are documented in detail in the published material which has been developed by the NWCET. In general, the efforts of the NWCET in this area have been well-documented and are available through their office for any faculty or staff who would like to learn more about the development of standards in this area. One of the main goals of this effort is to model curriculum nationally and move toward a more skill-based, competency-attainment type of program which can be utilized across the nation, not just at BCC or in Washington state. The thrust of this effort is "What can the student do and what does the student know?" rather than "How many classes has the student taken and how many credits has s/he accumulated?"

DIVISION AND PROGRAM CHAIR INTERVIEWS

Between November 1996 and March 1997, 60 interviews were conducted with division and program chairs. Information from these interviews is summarized below. Under each topic heading, the specific responses are

grouped by organizational unit since approaches to student learning outcomes assessment and institutional effectiveness tend to vary along these lines.¹⁰

Faculty In Your Program or Division Whom You Know To Be Involved In Student Outcomes Assessment Or Institutional Effectiveness Activities

Chairs were asked which faculty they personally knew to be involved in student outcomes assessment or effectiveness activities. Personal knowledge of faculty involvement in assessment efforts was limited. Some chairs were able to talk generally about assessment efforts but not about individual people, and in many instances the response was simply that they did not know or that it is not their business to know what other faculty are doing, particularly part-time faculty. Program and division chairs were, in most instances, able to speak clearly about their own activities in this area, however.

Arts and Humanities

English faculty in general, and the faculty involved in the English developmental block in particular, are involved on a regular basis with student learning outcomes assessment. Also, the foreign language faculty are involved because performance-based assessments have always been a part of that discipline.

The drama faculty are involved in various types of performance-based assessments, as well as other techniques.

Business

Linda Jangaard and Kay Gough have both done projects related to student learning outcomes assessment.

Educational Development and Health Sciences

Essentially, the entire division is oriented toward specific, measurable outcomes, some of them competency-based. Specifically mentioned were: the entire ESL program, which is driven by competency-based outcomes; all the vocational programs; the parent education program; and nursing. Every faculty member in Developmental Education is involved in student learning outcomes assessment because the curriculum and standards for performance are mandated and competency-based.

¹⁰ Five instructional divisions, plus Continuing Education, International Programs, and the Library Media Center.

In nursing, there are two sets of competencies—theory education (the academic and scientific basis for nursing) and college lab skills—and strict criteria defining specific steps to move through the curriculum.

Science

Robert Hobbs, Kathy Steinert, and Cathy Lyle were mentioned as faculty who have been involved in student learning outcomes assessment.

Social Science

Specifically mentioned were Kristi Weir, Michael Righi, and Elayne Rousso. Psychology faculty in general are very involved in student learning outcomes assessment activities. In Anthropology, the current chair believes that critical thinking and problem-solving are done by all faculty, but he wouldn't "presume" to discuss it with them and in fact does not consider it to be his role "to tell others what to do or how to teach."

Continuing Education

In Continuing Education computer classes, the curriculum design is quite uniform across instructors and skill-based as well. In the past, each instructor was responsible for selecting materials, but now that is standardized so that, for example, all Excel classes use the same materials. The skill-based method used relies on a trio of demonstration, performing the skill as a group, and performing the skill alone.

International Programs

No comments on this topic.

Library Media Center

Francine Walls and the Information Literacy Across the Curriculum (ILAC) project were cited.

Specifics Or Details About Those Assessment Activities

If chairs did have information about activities, they were asked to state what they knew. They were particularly encouraged to give any details which would potentially indicate how informed the department or division in general might be about various outcomes assessment projects. On the whole, the answers to this question provided only limited information.

Arts and Humanities

Portfolio projects have been done in English.

The person teaching Japanese uses computer projects and videotaping.

Business

Zora Bain is testing an IT class in Winter Quarter based on CBE-type assessments.

Linda Jangaard is teaching the same class two different ways to see which students perform better.

Educational Development and Health Sciences

In Developmental Education, there is front-end assessment of skills with ABE and ESL and progress measurements of students from Level I, to Level II and Level III and, in general, there are lots of activities going on in math assessment, an area where students are particularly lacking in skills.

The competencies defined for Nursing are very specific and include a clinical evaluation tool and competencies in accountability, psycho-motor skills, and math skills.

Science

No comments on this topic.

Social Science

Virginia Bridwell of the Psychology department is one of the faculty involved in the ILAC project this year, and in general Psychology faculty have been heavy users of **Classroom Assessment Techniques (CATS)**.¹¹ Elayne Rousso was until recently the Chair of the Teaching and Learning Council and the Faculty Assessment Liaison.

Library Media Center

Francine Walls and five faculty are working this year on the ILAC project which includes investigation of different ways of teaching, different ways of covering content, providing tools (such as the Internet and CD-ROM's) to access information on various topics, and tools to use research resources

¹¹ Most faculty have gotten their information on this topic from a well-known book by Tom Angelo and Pat Cross, Classroom Assessment Techniques, a Jossey-Bass publication now in its second edition. The Office of Institutional Research has one copy of this book which can be borrowed and many faculty on campus have personal copies.

effectively in order to infuse information literacy into the regular curriculum. The tools to accomplish this were developed Fall, 1996 the implementation is taking place in Winter, 1997, and modifications to the program will occur in Spring, 1997. The plan is to have the current five faculty mentor five more and then grow the process from there. ILAC has its own assessment tools which will be used Spring Quarter to see if the information literacy goals have been achieved.¹²

Assessment Activities Not Associated With Any One Faculty Member

Covering the possibility that there might be department- or division-wide assessment activities which would not have been identified by the previous question, chairs were asked if there were assessment activities going on in the division or department that were not associated with any particular faculty member. In an encouraging development, many units within the College took advantage of the new college-wide planning process to propose new activities relating to student learning outcomes assessment. Among these is an Educational Development and Health Sciences proposal to fund a pilot project to promote retention of ESL students in the Health Sciences. This project would involve intensive reading, writing, math, and listening skills training for Nursing students during Summer Quarter. The project is a response to students who meet the prerequisites for Nursing who then fail due to difficulties with medical language. Another proposal, from the English department, was to conduct activities in writing assessment which would complement the efforts of the Teaching and Learning Council in this area. Counseling faculty also had a proposal: creation of a Freshman Seminar which would aid in retention, student success, and progress at BCC.

Arts and Humanities

Communications faculty are involved in the improvement of writing skills, clarity in communication skills, and thinking skills. Additionally, internships provide the chance for feedback from employers about abilities of the students.

The English department has investigated why literature classes have such low enrollments. Their hypothesis is that it is related both to low interest in analytical reading and low reading levels of students.

¹² An example of this tool is included in Appendix 10.

The creation of the Developmental Block is a direct outgrowth of faculty concerns about the links between students' writing skills and their reading skills.

In the Music department, there is a large amount of performance-based work. Group process and teamwork are also central to the performance-based classes. In Music Theory, there are specific skills applied to the composition of music which are important and in Music Appreciation they focus on the text with the additional elements of research projects and concert reviews. They are doing sight-reading on the computer now and have a sight-reading proficiency test they are using. With private lessons, the students must pass specific skills before moving on to the next level.

Business

The Information Technology program has a close link with its advisory committee, a vocal group which helps to provide direction to the program. Additionally, many of these students participate in internships and their supervisors in industry communicate to the IT faculty about where students' skills are strong or weak. Faculty feel they are continually looking at the curriculum in terms of what is included and how it should be offered. They are cognizant of the fact that if they are not responsive to the needs of business and industry in this area, students will be unsuccessful in the job market.

Faculty in the AOS program participated in the Student Data Project in which they gave a short questionnaire to entering students to determine their range of abilities and how the course material should be structured so students would benefit the most. AOS faculty also identify students who do well and ask them if they want to be tutors. They work with the Student Intervention Project in MCS and work with DSS in accommodating individuals who wish to participate in the program. One example this year was a person with only one hand who needed a standing, rather than sitting, workstation. One area AOS is having difficulty with in accommodating students with disabilities is in providing note takers. Students just don't seem to want to do it.

In the Business Administration program, there has been a change in focus from *preparing* information to *using* information. The skills employers say students are lacking are: critical thinking, communications, and good technical skills. A national effort is underway to improve accounting education. This discipline has traditionally relied heavily on textbooks and faculty members are always on the lookout for new and better texts.

Educational Development and Health Sciences

Statewide, there is considerable effort going into outcomes assessment in Developmental Education through the Council on Basic Skills. BCC has been heavily involved in this effort and Linda Bennett will be the Chair of this group next year.

English and ESL faculty are working on the Developmental Block in order to improve its effectiveness for students. Progress through the block and clarity for students in how and to what they exit the block are among the issues being addressed.

In 1994, a faculty member in Parent Education completed a Classroom Assessment Techniques inventory of Parent Education classes at BCC as a part of her Master's degree work.

Science

Student learning outcomes assessment has been a major discussion topic in Life Sciences over the past year. Life Sciences faculty have begun working with the faculty in the Diagnostic Ultrasound program, as well as other Health Sciences programs, to make sure that the outcomes of students from Life Sciences match with what the students need going into those occupational programs. Additionally, they are thinking about enforcing prerequisites for certain courses where students are not succeeding, particularly Zoology, but also Biology 101.

Life Sciences faculty are also considering a comprehensive final across all sections of a class in order to see what variety there is in student learning and how they might address that issue as a group. They plan to pilot this concept with the Zoology 113-114 series, administering a comprehensive final at the end of the sequence which would cover both quarters of learning. A comprehensive final in Biology 101 will be initiated in Fall, 1997. Continuity, uniformity in core content coverage, and departmental (rather than individual faculty member) ownership are some of the goals of this effort. An additional concern is that many of these students are planning on careers in Health Sciences and while they may know critical information when they complete the Life Sciences class, they do not seem to be retaining it over the long term, an essential skill in the Health Sciences field.

The Math department conducts group finals in order to ensure uniformity in content coverage. In the common finals for Math 091, 092, and 099, the exam itself is written by faculty not teaching these levels. These classes occur in 28 sections per quarter, 60 sections in any given year, enrolling

about 2,000 students, so the faculty feel it is helping a large number of students to have a certain level of uniformity in the content being learned, and common outcomes as a result. Five years ago the Math department started enforcing prerequisites. Placement testing is required to enroll in any Math course and once in, students are allowed to enroll for the next class in the sequence during the registration time, but if they do not successfully complete the required prerequisite once grades are posted, then they are "disenrolled" from that class. The sequential nature of the discipline makes it essential that students have the foundation at one level prior to going on to the next. The motivation behind these efforts is simply to discover "Are the students getting it or not?"

Social Science

No comments on this topic.

Continuing Education

In Customized Training, employers report back if they are dissatisfied with the instruction offered. Additionally, evaluation surveys are handed out to all students and that feedback is used to modify offerings. In Customized Training classes teaching computer skills, the outcomes are based on skill performance and move along a linear process so that if students don't know one part, they are unable to go on to the next skill.

International Programs

In International Programs, students write letters to hosts, thereby practicing their communication skills, and orientations are held which cover topics such as dealing with customs when traveling back and forth and information about living in the United States. International Programs staff have also put together a videotape of BCC faculty talking about what college is like and what international students need to succeed at a community college. This has been helpful in informing students about expectations, hopefully leading to higher success levels. Faculty conduct thorough placement and progress testing related to English language skills as well, and also provide challenge test opportunities. The students are looked at very carefully the first two weeks of each quarter to verify accurate placement.

Action Taken on The Findings

Division and department chairs who were aware of assessment activities in their disciplines were next asked if they knew if anything had been done with the findings to improve learning for students.

Arts and Humanities

No comments on this topic.

Business

Examples of some of the ways changes have been implemented in the IT program to better serve students include dropping COBOL from the program, moving toward the Client/Server environment, and strengthening the 'C' programming track.

In the AOS program, curriculum assessment has led to a shorter 18-hour keyboarding skills class which provides all the skills students need in a condensed time frame. Also, AOS will be bringing several new classes to the curriculum to meet what the program has identified as essential student needs: a business writing class to improve specific written communication skills; a communications class which will cover topics such as Powerpoint, Publisher, oral and written communication, e-mail, FAX, and scanning; and a new Office Procedures class. The department anticipates heavy non-native speaker enrollment in the new communications class.

Educational Development and Health Sciences

The Developmental Block is a direct result of trying to address student learning outcomes needs. The Block will evolve and change as faculty address issues which arise for students.

As a result of the work on classroom assessment techniques using focus groups of faculty and students, faculty in Parent Education have developed a list of "best practices" in Parent Education which they have used.

Science

No comments on this topic.

Social Science

No comments on this topic.

Continuing Education

No comments on this topic.

International Programs

In International Programs, orientations are held repeatedly and new things added and adjusted as needs present themselves. They use a videotape of BCC faculty talking about college to address the issue of student expecta-

tions and have found that when the students were resurveyed about their expectations (after viewing the video), their expectations had changed, presumably due to viewing the tape.

Support for These Activities in This Division/Program

Even when there are a limited number of projects or faculty actively involved in outcomes assessment and institutional effectiveness, there still remains the ability to encourage and support these types of activities at administrative levels. It became clear during the course of the Assessment Inventory that, in most divisions and departments, the levels of support and collegial effort in the area of student learning outcomes assessment and institutional effectiveness are affected by the large number of part-time faculty employed at BCC. In many departments there is only one full-time faculty member and in these cases, it is particularly difficult to organize efforts in assessment or even to converse with part-time faculty about teaching and learning. Most chairs reported that they could not involve part-time faculty in activities because part-timers are not generally available and are unpaid for this time.

Arts and Humanities

Communications tries to keep on top of articulation issues in order to know how students are doing moving from class to class.

Faculty interest in this area in the Art department is low, although there is a need to identify proper tools for assessment of drawing and design classes. Overall, the faculty feel that the "measurement of creativity" is a difficult thing to accomplish. This has been hindered at all levels by the lack of local training for art teachers and lack of assessment techniques for art in general.

The English department tries to foster time for assessment activities and there is a substantial amount of informal sharing and activity around these issues.

In the Foreign Language department, they try to share ideas and everyone does lots of oral work in their classes, whether graded or not, including speeches and role playing.

Last year, the Music department instituted a new transfer degree in the hopes of ensuring student success after transfer to a four-year institution.

In the Speech department, faculty occasionally have one-on-one meetings, but not as a group. Discussion of assessment does occur at divisional meetings and the annual Arts and Humanities retreat, and some faculty have attended "best practices" seminars.

Business

Sending information around for people to read and general support for people trying out different ways to assess occurs in the Business Division.

IT faculty do not feel outcomes assessment is much of an issue for them. It is embedded in all of their efforts and is an ongoing activity for them. Assessment of the curriculum and student outcomes and their relation to changing technology and the needs of business and industry is a constant.

The AOS program has departmental meetings, they share tests, they participate in projects together, and last year the part-time faculty went to a workshop on assessment.

In Business Administration, at the departmental level they focus more on program assessment, as opposed to student assessment, and try to figure out ways to improve the program for students. One consideration at the present time is to take the series of three accounting courses and combine them into a "jumbo" accounting course because they are so interrelated and students would benefit from the integration of these concepts. An effort which did not work out for students in the past is the "loose links" initiative because the students did not attend the reading classes and consequently did not receive the benefits which were intended.

Educational Development and Health Sciences

The Educational Development and Health Sciences Division has expended professional development money in this area and occasionally when vocational money is available it has been spent on student learning outcomes assessment. Also, there has been extensive coordination in curriculum work between the ESL and Health Sciences faculty, including money for ESL research and summer grant money funding curriculum research.

Availability of professional development opportunities for Nursing faculty is very good and the links with the providers of those professional development services are well-maintained.

Outcomes are becoming increasingly important in the Alcohol and Drug Studies program, as requirements have been increased. The faculty were to

meet in March to work on the inclusion of outcomes on course syllabi and there has been some work in the competency-based education area. A recent increase in the educational requirement to 90 credits is leading people going into this field to take the AA degree as a part of this, which means a commitment of 110 credits overall. Michael Galloway predicts that the Bachelor's degree will be required in this field by the year 2000.

In Parent Education, Julie Soto has collected materials from other colleges about assessment and has shared them with the faculty. This year, as a result of a talk by a member of the Teaching and Learning Council regarding the Council's writing assessment project, faculty in Parent Education spent considerable time discussing and sharing writing assignments they use, including journalling, essays, and write-ups of children's behavior. Faculty plan to try to incorporate more writing in their classes as a result of this effort.

In the Diagnostic Ultrasound program, there is a focus on "gatekeeping" prior to admission to the program and continuous and rigorous assessment during the course of the program. A series of prerequisites (some of them with required grade levels) must be completed within five years prior to application to the program and of the 60-70 applicants, just 20 per year are accepted. Many of these students already possess a Bachelor's or Master's degree. Of those who are accepted, it is common for one to three to drop out, usually for personal reasons. Once students are accepted into the program, they take classes only from program faculty, so faculty have excellent knowledge of how students are doing throughout the program.

Like Diagnostic Ultrasound, Radiologic Technology is a competency-based program which culminates in a rigorous national exam. Students must demonstrate competency in all procedures and receive recommendations from their clinical supervisors about their proficiency. The program has a clear set of objectives which students must meet in order to complete the program and if they do not perform at the required level, they do not graduate.

Radiation Therapy is another competency-based Health Sciences program. The program completes a self-study every five years and this time it will focus on outcomes-based assessment. This program operates under a national curriculum which has recently been changed to increase attention to calibration in physics, three-dimensional treatment planning, and cross-sectional anatomy. Applicants must have achieved a 'B' average in the prerequisite courses to be accepted into the Radiation Therapy program.

Science

Prompted by the discussion of institutional performance indicators, the Science Division reports an increased interest in the background and success of students—particularly, whether the students are taking the prerequisites or not. As part of the decision-making process about enforcement of prerequisites, Life Sciences faculty are doing a study about student preparedness and performance in classes. One of the issues is the reading ability of students, particularly those who are not native speakers. Dangerous situations can develop in a laboratory setting if students are not able to read at an adequate level to comprehend and follow directions for a lab assignment. Many times, such students have the math “down cold” but lack the English comprehension skills, both written and oral.

The Life Sciences program would like to get the curriculum really standardized so that every student receives the same core elements of the discipline, regardless of which instructor is teaching an individual class.

Physical Sciences faculty have expressed concern about enforcement of prerequisites (or lack of it) and its relation to student success. Both Life Science and Physical Science faculty have been under the impression that the HP system is incapable of accepting any more prerequisites, and that that is the reason the prerequisites are not being enforced.¹³ Cathy Lyle noted that four students who dropped out shouldn't have been enrolled in the first place because they didn't have the necessary Math and reading skills to succeed in her class. She also thinks that mandatory advising would benefit students as they might avoid some enrollment mishaps that way. For students without the prerequisite, faculty feel that an interview with the instructor will generally determine fairly easily whether the student is likely to succeed or not, so exceptions can be made.

Social Science

In Media Communication and Technology, the primary goal is to develop portfolio pieces which demonstrate that the student has achieved certain levels of proficiency in technical areas which can also be used as an employment tool. As a result of this portfolio approach, instruction in this department is very “project-oriented” and competency-based, and although grades

¹³ This is not the case. Prerequisites can be enforced by the current system for any course, based on approval of the Division Chair. This works most efficiently for courses whose prerequisites come only from BCC since satisfaction of the requirement is already in the system. The College has many students who transfer in and their eligibility based on classes taken elsewhere is not recognized by the system, so they have to go to the division and obtain an entry code, which the registration system will accept, to let them into the course.

are given, the actual product which the student is able to produce is much more important than the grade. Most job interviews in this professional field require the applicant to bring both electronic and paper portfolios.

Since about one-half of the students possess their bachelor's degree already when they enter the program, they are very focused on skills which they will attain. Student learning is the entire focus of this program and faculty are definitely **not** the focus of instruction. In fact, instruction in the Media Communication and Technology program is very much "learner-centered." On the program's website, there is a discussion of "The Paradigm Shift in Technology" which goes into detail about how teaching and learning have become more student-focused and the contribution technology makes to that effort.¹⁴ Faculty in this program are there to facilitate creation in what is very much an iterative process for the students.

Students do a lot of drafting, revising, and review of their own and others' work. Considerable group work is done, with a finished product being the primary goal. Students must do the work, present it to the class, and be able to communicate their work to their colleagues. The whole class gives feedback to the students and this contributes to teamwork and problem-solving, two essential attributes for success in this field. To get a sense of how the class is going, Peggy Benz asks for "pluses and wishes" feedback mid-quarter. This is a time when students can tell her what they like and what they wish would be done differently allowing for adjustments to be made for the remainder of the quarter.

In the Telecourses, there is considerable variety both in how they are conducted and how students are assessed, since the courses occur across the College in a wide range of departments. Student evaluation forms are used and the chair keeps track of the statistics in order to see whether grades, withdrawals, etc. are differing in significant ways from the same courses offered on campus. Faculty ask students at the beginning of each course where they live, how they access the class, and other details which help the College to be responsive to student needs and which can also be used to inform marketing efforts. Most telecourses have a meeting on campus once a week; the Foreign Language courses meet twice a week. Some disciplines require attendance at these weekly meetings (for example, English and Foreign Language) and some make it optional. All courses also offer a review session at the end of the quarter.

¹⁴ A copy of this website information is included in Appendix 11.

Psychology faculty, including part-time instructors, meet quarterly to debrief each other. Topics they have discussed include: what works and what doesn't work for student learning, common learning objectives, a common text in Psychology 100, and discussion about a standard final intended to provide students with a common core of information which can then be supplemented, with the core remaining intact for all students. Helen Taylor surveyed the Psychology faculty prior to the interview, so that she would be able to report fully on the faculty's information, activities, and concerns regarding assessment.

Administration of Criminal Justice faculty are considering changing to a skill standards program and also would like theirs to be an academic, rather than a vocational, program. When the program was started, staff conducted a survey of police officers and sheriffs to ask "What do you want graduates of this program to know and be able to do?" and this is what the curriculum is based upon. Students do papers and work on communication skills in this program; they also do projects where they go to police departments and assess the level of community policing. Personal interviews are conducted with students interested in enrolling in this program.

Faculty in Anthropology do not discuss outcomes assessment issues. The current chair commented that "We know what we are supposed to do in our classes. We are at home in Anthropology."

In the History department, outcomes are generally found on syllabi, all classes have standard outlines, all classes have a basic set of objectives and goals, and critical thinking is emphasized.

Continuing Education

Industry standards have driven the curriculum in the computer programs, including Novell and Microsoft certification, a seven-test series leading to \$40,000-a-year jobs. Faculty do not do the testing, but they teach to those standards. Students are also counseled about course sequencing in relation to the test series so they can perform optimally when taking the tests.

International Programs

No comments on this topic.

Personal Activities In Student Outcomes Or Institutional Effectiveness Assessment

Division and program chairs were asked what they personally are doing in the areas of student learning outcomes assessment and institutional effectiveness. This topic was considerably more comfortable for respondents, as they were speaking about their own activities and concerns rather than on behalf of other people. While division chairs are administrative appointments without teaching responsibilities, program chairs are teaching faculty. Two faculty shared assessment instruments they use and these are included in Appendix 12.

Arts and Humanities

Short, overnight papers and 1-2 page seminar papers are assigned in Communications to encourage thinking and creativity, rather than just rote responses.

In Dance, the faculty try to get to know the students individually, pay attention to the different ways they learn, and divide them into different groups in a class based on their skill levels.

In Philosophy, "if you memorize and repeat, you get an 'A'." The study of logic uses paragraph analysis as a tool. Dalmen Mayer has been concerned about the readability of the books used in the Philosophy classes and how the text is organized.

Drama faculty use journals, play action charts, timelines, and small performances throughout the quarter to assess students' abilities.

In English, portfolios, SGIDs, self-evaluations regarding whether they have met the goals, prioritization of writing from best to worst, and techniques to establish that the students can recognize good writing, even if they can't do it themselves, are some of the assessment activities used.

Interior Design faculty use lectures and "typical tests," but students do a lot of research and physical construction of projects as well, including presentation boards with the elements of design, space plans, color plans, etc. They also have to do presentations of their work, which gives a chance for assessment of their communication skills and work in the chemistry lab conducting tests, including write-ups of their results. There is also production work (drawings, models) and in the studio courses students demonstrate creativity and critical thinking.

In Foreign Language, the chair tries to concentrate the students on the bigger picture so that they can make progress in important areas.

In American Studies, papers, tests, student evaluations, skill demonstration, small group work, peer editing, and portfolio work are all used.

In Speech, students do a lot of interpersonal and small group work, and, not surprisingly, they give speeches. Students also participate in self-evaluations and conduct research using the library and the Internet. Students learn to make judgments about the use of information and they construct journals.

Business

In Computer Science, faculty are attempting to figure out ways to grant credit for competencies which people already possess in order to allow students to progress more quickly through the program without repeating content.

Judy Woo works with her students on critical thinking skills, sometimes as simply as saying "What do you think?" to the students, instead of "always telling them what I think." One problem is that students are inflexible and unwilling to take risks, so often they won't speak up. In statistics, they move from memorization of formulas to inference and analysis of data and what it means.

In Information Technology, faculty teach programming language, they do a lot of student projects with homework, written exams, short answer questions, and students write code in class. They use the computers to do projects and assign writing as well.

In AOS, skill demonstrations, written homework which is periodically reviewed, written tests, and practical tests are all part of assessment. Students are assigned "study buddies" which helps to build a support structure for them. Additionally, since writing skills are a concern of the AOS faculty, students are asked to create their own letterhead and then write the instructor a letter, including personal information. This technique gives the instructor a sense of the students' writing skills and also information about their personal lives, both of which might help in tailoring the class to the students' needs.

Writing skills have been a major emphasis in Business Administration. Group activities are common. Because research shows that class atten-

dance and doing homework have a strong relationship to success in class, students have recently been required to attend class and eight homework assignments are selected at random and checked for completion.

In Paraprofessional Accounting, the faculty test to the learning objectives which are included in the texts; the students problem-solve, write essays, are expected to exhibit factual recall, and complete critical thinking exercises. They also use one-minute assessment tools (what worked today, what didn't you understand today, etc.) and ask the students what they want and are expecting from the class in order to match the reality to the students' expectations. Finally, "we don't teach them accounting, we teach them how to learn accounting."

Marketing faculty use the traditional quizzes and tests, but they also assign role-playing exercises and provide skill-building in customer relations and conflict resolution. In the role-playing situations, the students grade each other. Students do a lot of practicing of this role-playing prior to doing the "real thing" in front of the class. The faculty also take care to make their expectations about learning and grading very clear so there are no surprises for the students and try to adjust their teaching styles to accommodate the different student learning styles.

Educational Development and Health Sciences

This year, Linda Bennett formed the ESL Council, a new group charged with addressing ESL issues across the institution.

ESL faculty are using various types of classroom assessment techniques, including journals of new, learned, and different things and the program is using the new student outcomes benchmarks.

Traditional testing is used in the GED classes. Students are tested at entry in order to determine their ability level and they take the GED test upon completion.

In the ABE classes, placement at the appropriate level is determined by testing. Faculty conduct a phonics inventory, a learning styles inventory, and students write in journals. Assessment is a continual process, with repetition and reinforcing of what has been taught. Personal skills and communication skills are big issues for these students, so these particular skills receive a lot of attention. Students also construct portfolios and work in small groups. An important goal of the faculty is to help these students develop into individual learners.

Four of the six Nursing faculty work in hospitals in addition to teaching, and the chair of the program works 400 hours per year as a staff nurse.

In American Sign Language, there are tests, group work (including a group project which each group must teach to the entire class), and a final skill demonstration.

In Early Childhood Education, there are traditional tests, on-site evaluations of students' interaction with children, evaluation of materials students have created to use with children, and response papers where the students trade their papers with one another to be reviewed by peers. The response papers are generally a summary of a relevant article which the students must relate to what they have learned, giving their opinion, evaluation, and analysis of the piece. There is considerable emphasis on learning styles, both for the students themselves and for the children who will eventually be in their care. Faculty also frequently ask students questions about whether they are understanding the material and its use and make curriculum and teaching adjustments accordingly.

In the Physical Education and Health department, a variety of assessment techniques is used. In Health 250, there is a standard text and unit testing, plus a six-plus page research paper on a health-related issue and a five-minute oral class presentation. Students also create journals in this class. The First Aid and CPR classes are based on standards and criteria established by the Red Cross and include written tests, oral presentations, and skill demonstrations. The Physical Education activity courses involve some written testing, but are mainly based on performance tests. The Life Fitness classes are oriented toward a change in lifestyle (more exercise) and require a certain number of workouts. For the classes taken by Physical Education or Recreation majors, there are tests, skill performances, and presentations in which the students teach the class. In RecEd 154, students visit nine different recreational agencies to look at administration, programming, and teaching (three site visits focusing on each topic). There are written tests based on textbook material, field trips, and a group project where students are given a facility and design an appropriate program for that facility.

Parent Education faculty look at outcomes in three settings: lab activities, lecture, and leadership. They frequently conduct "one-minute evaluations."

The Diagnostic Ultrasound program is heavily oriented toward testing and film interpretation. On the first day, all students are given an exam and "they all fail it." Students must maintain a 2.33 GPA or better to remain in

the program. A C- is considered a failing grade and there is no flexibility in their system. A student cannot "talk his/her way" into a higher grade.

A lot of thinking and problem-solving goes on in Radiologic Technology. Students must conduct an anatomy demonstration on a tray and accurately demonstrate the pathology present. Problem-solving is particularly important as students must be able to adapt to changing situations and respond individually to patients whose illnesses can be difficult to diagnose.

Radiation Therapy, like the other Health Sciences programs, is competency-based and students must demonstrate their skill in 22 areas. They can retake the skill demonstrations if they do not perform at an acceptable level, but the standard is maintained. Critical thinking and problem-solving are also valuable skills in this field as students must determine reasons for doing any activity and its effect on the patient; there are advantages and disadvantages depending upon the situation. The program has two evaluations per quarter and then a final evaluation at the end of the eight-quarter program. Students are evaluated on the goals of the program and when they demonstrate a skill which is weak, that becomes one of the goals for the next evaluation.

Science

In Jim Ellinger's Biology classes, students practice writing lab reports in a "building sequence," in which the student first describes the lab, then includes the results, then includes the results and a discussion, incorporating methods, materials, etc. Students are asked to write a request for a recommendation for a job to BCC and he critiques that and he employs a variety of classroom assessment techniques, small exercises such as the best, the worst, the most confusing, etc. The syllabus states that one of the course objectives is to help improve the students' writing.

In David Stacy's Math classes, they do a lot of group projects.

In Cathy Lyle's Chemistry classes, there are lab reports and considerable writing and group work in the "Of Mice and Matter" IDS class. In the Organic Chemistry sequence for majors, there is a two- to three-week lab project in the last quarter.

Social Science

Helen Taylor uses Angelo and Cross's book on CATS; she also conducts frequent short assessments designed to elicit students' comments about what they have learned as well as their summaries of content, areas of

disagreement or confusion over material, and the most difficult concepts or unclear statements. She also participated in the portfolio project and in several IDS class assessments. In a 1991 assessment project, Dr. Taylor conducted a study to see if class performance would improve based on frequency of classroom assessment activities.

In the Administration of Criminal Justice program, college survival skills are included in the curriculum and students are "forced" to network among themselves. The day before the exam, the students who are perhaps not doing so well connect and review with students who *are* doing well, so they can benefit from their experience.

In Geography, there is a lot of map work, major exams, and many small quizzes.

In Anthropology, daily contact with students where they are "poked" to see what they are learning occurs. Throughout the quarter students are questioned, generally orally, about what they have learned. Also, there are three exams per quarter requiring long and short answers. Some of the abilities which they try to teach in Anthropology are problem-solving, logic and science, and the ability to distinguish between reason and faith. The instructors teach a certain set of basic ideas and then students use them to solve problems. Attainment of knowledge linked to the problem-solving processes is the main goal. They do not want students just to memorize facts, but to know concepts and be able to apply them as tools.

In Sociology, they use small group work, frequent quizzes, and CATS.

In Political Science, each year they do the Model United Nations (MUN) where students go to New York and participate as a member country. This year, BCC students were assigned to be Algeria. BCC is the only community college in the state to participate in this. They do considerable writing in the MUN class and papers, tests, and class discussions in other classes. Mid-quarter, Aslam Khan asks students for their own evaluation of the class. He asks them to tell him about the books, the teaching, the topics, etc. He is looking for general information and honest opinions about what is going on in the class from the students' perspectives and what is working and not working for them that he might not otherwise know. This gives him an opportunity to make mid-quarter adjustments.

In History, they test, assign writing, and emphasize analytical skills. Students learn how to distinguish fact from opinion, how to "sift" through information and conduct analyses of it, and how to understand and critique

the things they read. Instructors also try to convey to students the concept that understanding of the past is essential to understanding the present, a tool which can be used in many situations.

In Economics, the focus is on statistical interpretation, graph and chart analysis, writing, and the use of evidence. There are short papers, long papers, and essay questions on exams. Students also analyze articles from the Wall Street Journal and work in small groups to construct responses to questions dealing with the content of the articles. Michael Righi gives students the option of turning in drafts for review prior to the final papers and "the best students" always take advantage of this opportunity. Students are encouraged to come in and talk about these drafts as well. He also looks carefully at the class two or three times per week to see whether students are "getting it" or not and adjusts the class accordingly.

In International Studies¹⁵, there are three exams—two of them take-home exams of 10-12 pages in length—and a final in-class examination. Students do a lot of writing; however, the quantity of essay exams has declined over the years as the students' abilities have declined. As the writing abilities of the students has deteriorated, the faculty member has responded by asking them to do less writing.

Continuing Education

Continuing Education requires faculty to have recent or current professional experience in the areas in which they are teaching, and staff feel that this requirement is one good way to help to ensure effectiveness. For example, all creative writing teachers must also be published authors and the World Language teachers are mainly native speakers.

International Programs

In the English Language Institute programs, there are five competency levels. Movement among them is based upon grades with 75 percent correct required to go on to the next level. Faculty work closely together and rotate teaching the various levels so that they are familiar with student abilities and with the different curricula. This tends to generate agreement among faculty about the students' abilities. Placement consists of the English placement test, an oral interview, and a writing sample. Students have the opportunity to move up or back, depending on their performance, and are allowed to challenge the level where they were placed at the end of the first week if they want to try to move up.

¹⁵ The faculty member interviewed also teaches in Political Science. These comments apply to both disciplines.

Program Effectiveness Measures

Division and department chairs were also asked what in general is being done in their units which would reflect on the programs' effectiveness for students.

Arts and Humanities

The Professional Advisory Committee for Interior Design keeps the curriculum current, and the Student Advisory Committee gives input about the program and how it is working for students. Students participating in internships or practicums complete an evaluation sheet, as do those they are working for, and the department receives employer feedback when students get jobs. One-half to two-thirds of the students get jobs from their internship experiences.

For the Communications program, students' work being published is an important outcome.

In Philosophy, if students do well in 115, they will do very well in 120.

In the Music department they have gone from one to 30 majors in the past four years and the size of the choir has increased from 30 to 85 people during that same time period.

Business

The Advisory Committee for the Information Technology program meets twice per quarter to review where the program is going and members report on how students are doing in their internships. Programmatic adjustments where student abilities seem insufficient often occur as a result of these meetings. The IT program also recently surveyed its graduates regarding their satisfaction with the program.

AOS, like IT, has an active Advisory Committee which is able to help in program development and change. AOS faculty also ask students about what is working and what is not working and ask the students to evaluate projects and assignments as well. Recently, the students reported that "the book assignments are terrible," a comment which gave the faculty feedback which they used to make changes to improve learning for the students. Students also keep journals. Additionally, *every* faculty member distributes student evaluations *every* quarter for *every* class. An added benefit for students this year is that all the students have Internet access and can

communicate by e-mail with all the faculty in the program. Another recent change is the enforcement of prerequisites which were previously unenforced. Faculty feel that many students who were experiencing difficulties were those who had not taken the stated prerequisites. They will monitor what happens with this new change to see if it improves student performance.

In Paraprofessional Accounting, faculty members talk with employers and "every graduate has a job." They get lots of calls from employers and there are not enough students to fill the number of jobs available. Many students work part-time even before they have completed the program. The department also has an Advisory Council and a Data Panel which help keep the course material current with respect to industry needs and expectations.

In the Real Estate program, students must pass licensure exams, as well as other types of exams. Last year, 90% of the students passed the real estate salesperson exam. There is very heavy competition among program providers for these students, 50-60% of whom are already employed in the field. Howard Wildin feels strongly that BCC's Real Estate program would not exist if it were not a quality program, because students wouldn't be successful and no new students would come. Also, real estate students don't seem to have any difficulty expressing themselves when they feel things are not going well so that the chair feels he always knows how the program is working for students.

Educational Development and Health Sciences

Since the ABE and ESL programs are competency-based, effectiveness is easily measured on a student-by-student basis. There has not been a lot of work done on the program level; however, progress among the competency levels might be a useful way of looking at this. The general feeling is that with these new competencies (which are state-wide) there is instructional accountability which was not available before and there are no surprises for students.

For Nursing, passing the five-hour Nursing Licensing Exam is the most important milestone. If you don't pass the test, you don't work as an RN. Last year, out of 40 program graduates, 38 took the exam, and 36 passed. Accreditation guidelines are very strict and define the program parameters.

An opportunity which many students take advantage of is the Certified Nursing Assistant (CNA) credential which they can have after one quarter in the Nursing program. This enables them to work part-time in a hospital

while going to school and gives them valuable clinical experience, at the same time reinforcing their BCC Nursing program learning.

In Early Childhood Education, all the community colleges are basically working from the same program and are allied with the goals of the Washington Association for the Education of Young Children. The curriculum is specifically designed to achieve these goals, so there is considerable standardization across the state.

Currently, registration to be a Chemical Dependency Counselor (ALDAC program) does not require any verification of learning; however, certification (optional) does. It would be possible, perhaps, in the future to verify to see how the students do on the examination which is required for certification. If certification becomes a requirement in the future, then it would probably become even easier to track this information. If, as predicted, the bachelor's degree becomes the required credential, then tracking how these students do at their transfer institutions would be a possibility as well.

In the Recreational Leadership program, faculty keep track of how students are doing, both at the four-year institutions and in job situations, and from anecdotal evidence feel that students in this area do quite well.

Since leadership skills are one of the outcome areas of Parent Education, information on students who are officers of PTA or who serve on public sector boards is evidence that the program is effective. Also, the program conducts an annual evaluation and receives lots of "repeat customers." They also have an active Parent Advisory Committee.

Graduates of the Diagnostic Ultrasound program all have jobs.

There is not a major shortage of people for jobs in Radiologic Technology at the present time, so students do need to be excellent to get and keep jobs. They must pass a national exam and of the 25 per year who have taken it for the past 15 years, only three or four (total) haven't passed this exam. Reports about students by their clinical supervisors in their internship situation also inform program faculty about the quality of their students.

To be placed on the Radiation Therapy registry, students must pass an exam and BCC students always do. Of the 16 students who graduated in September of 1995, 14 were working in their field and of those who graduated in September of 1996, seven of 12 were working in their field. Also, as in the other Health Sciences programs, there is a very low attrition rate in this program.

Science

The Math department does not use any effectiveness measures per se, although on occasion they receive feedback from other faculty who receive their students.

The information on effectiveness in the Physical Sciences is mainly anecdotal, although Biology faculty have reported that students are well-prepared. The students in the "Of Mice and Matter" course will be receiving a questionnaire which will be a new type of evaluation, designed to get at student satisfaction with the course. Many of the students who take Physical Science courses are planning on going to professional schools such as Pharmacy and the faculty want to be sure the students are "getting it." On occasion, receiving institutions will call and ask about student records when they are deciding whom to admit to their programs. Another way of knowing about program effectiveness is the American Chemical Society test which is taken by all students taking the Organic Chemistry 231-233 series in their second year. This is a nationally normed test, students must take it as a part of their grade in the class, and students have done well on it. The results are nationally normed and BCC students fall about right in the middle. This organic chemistry sequence is also offered during the summer as well, essentially covering three quarters of material in 40 days. Although faculty are concerned about knowledge retention in this accelerated session, so far the students perform at about the same levels as the students who go through the regular three-quarter sequence.

Social Science

The Media Communication and Technology program is just now starting a formal follow-up process of their graduates. They have had some very talented people who have gone through the program who have been hired to teach courses at BCC.

Since the program is job-oriented, it is very popular with Workforce Training students. The Workforce Training students often have quite a few personal issues and difficulties which they bring with them, so these are things which faculty must deal with and help the students work through.

Two important issues for students, and ones which are critical if the students are to be successful once they complete the program, are: "flaking," a term used to refer to the inability to meet deadlines, and the related stress associated with "not flaking." Meeting hard deadlines is a critical part of operating in this environment and students who are not able to deal with the constant, rapid change of the industry and the need to finish high quali-

ty work in a timely fashion will not be successful. Program faculty do everything they can to simulate this work environment so that students who are not going to be successful in these areas will find that out and seek other educational paths. Time management and the ability to meet deadlines count for ten percent of a student's grade.

This program also attracts many students who do not officially enroll in the program, but just take one or two courses, as they would in any other department, and their success is not followed beyond course completion.

In the Geography department, there are the traditional student evaluations and peer evaluations. There have been few problems with quality of faculty teaching, although part-time faculty have been discontinued for poor classroom performance in the past.

In Anthropology, student evaluations are used as an effectiveness measure.

In History, anecdotal reports from students some time later and informal discussions with students generate this type of information.

Continuing Education

In Continuing Education classes, effectiveness is more a question of student satisfaction than of student learning. Staff assume that student satisfaction is closely linked to student learning, but since Continuing Education does not assign grades or give credits, the more traditional ways of measuring learning are not available. Student evaluations, given at the end of every course, are looked at closely to see if students are finding the course of value, if they feel the instructor is doing a good job teaching the material, and if they feel they will be able to go out and use these skills either in a job or personal capacity.¹⁶

Many local businesses send students to the Continuing Education computer classes. In fact, it is known in Continuing Education that some companies tell employees, "Take these courses at BCC and you will get a raise." Attachmate is one company that recommends to prospective employees that if they want to be hired, they need to take certain BCC classes. Also, Continuing Education occasionally refunds money to students who feel they did not receive a good product and they periodically call students to talk with them about their experiences and how things might be improved.

¹⁶ Several evaluation forms used in Continuing Education are included in Appendix 13.

International Programs

In International Programs, the English Language Institute (ELI) curriculum is very much competency-based and is tied to a substantial amount of detailed evaluation and comments. If students need further assistance, tutoring is available to them. The majority of students move up to a new level after one quarter, but motivation and prior education are issues in student performance and progress. As many as one-third of the students in the top level might continue with college-level studies at BCC, so they could be tracked to see how they perform, but it is a very small number in any given year.

The ELI staff face a dilemma when trying to measure the effectiveness of the program: the College's stated goal for the students is entry into an American institution of higher education, either BCC or some other institution, but ELI faculty say that many of the students have a different goal. Most students will say that they are working towards college attendance, but their real objective is to learn English, score at a certain level on the TOEFL test, and go home. ELI staff have proposed a set of three performance measures which will be meaningful in examining student outcomes and institutional effectiveness and they will revise the paragraph in the catalog to more accurately reflect the goals of the students and the program.

Another consideration with International Programs is that competition for students is quite keen and if students are not experiencing successful outcomes at BCC, the word will get around and international students will go elsewhere.

Library Media Center

The library conducts orientations—some generic and some tailored for specific classes—on how to search on-line, how to use the CD-ROM products, and how to navigate the library in general. What has been missing thus far is feedback from faculty about the effectiveness of these efforts. Generally, faculty jot down a few notes about what they would like to happen during the orientation, but most faculty do not stay for the library session, so they don't really know if the material is covered in the way they had imagined it would be or not. They also do not communicate with the library about whether the students have the skills they need to function successfully in the class. Library staff would like to have more integration of the library component into assignments which could then be assessed to see if the students are gaining the skills which the faculty member is intending them to have.

The library staff also conduct many one-on-one student orientation and training sessions where a student walks in and says, "I need to know how to do such-and-such." Oftentimes, this is a result of a classroom assignment, but the library staff do not really have the time to create a "quality learning experience," by questioning the student about what the assignment is and what they need to learn from it, etc. The most common way is the "point and read" method where staff point students in the right direction and tell them to read the printed instructions. Library staff do not consider this to be the optimal learning experience for the students.

Assessment Tools Or Methods Used By Faculty

Division and department chairs were asked about any assessment tools or methods used by faculty, and several were able to give a response to this.

- Collages, exams, papers, interest inventories (counselors)
- Journals, demonstrations, manipulation of realia (Developmental Education)
- Focus groups, surveys, evaluations (International Programs)
- Play analysis (Drama)
- Assess on a variety of factors such as attendance, participation, motor skills, counting, flexibility, timing, coordination (Dance)
- Demonstration of mastery (Computer Science)
- Case studies (Business)
- In the writing classes in ELI, the papers are read by faculty *other than* the instructor.
- Life Sciences lab work is the "original" small group work situation, oftentimes one-on-one.
- An Accounting lab with peer tutoring is available, but not enough students take advantage of it.
- Competency-Based Education
- Peer review
- Note cards given out at the end of class asking what works, what doesn't, what questions do you have

Faculty Trained As SGID Facilitators

In order to facilitate faculty as resources for each other, respondents were asked about training in the use of a specific assessment tool known as **Small Group Instructional Diagnosis** or SGIDs (pronounced "skids"). This is a technique whereby a faculty member other than the one teaching the course comes into the classroom and collects information from students about the course. The instructor is not present during this process; how-

ever, in a pre-SGID meeting, the faculty member teaching the course can ask for specific questions to be asked of students if s/he is concerned about a particular part of the course. The SGID is designed to be a mid-term assessment, so that changes in instruction which can benefit the students can be made. According to a brochure prepared by Green River Community College¹⁷, the process goes something like this:

On a prearranged day, the facilitator asks students to form small groups of four to six students. The facilitator then asks students to come to a consensus on two main questions: What helps you learn in this course? And what changes would better help you to learn and how would you suggest they be made? The purpose of gathering confidential information this way is to focus on how learning can be improved and therefore it is considered a formative assessment tool. Trained facilitators listen to the consensus of the groups and record the information. Then, at a prearranged meeting, the facilitator shares this confidential information privately with the instructor only. The information is NOT to be used as a form of employment advancement, rank progression or tenure furtherance.

In an evaluation by both students and faculty, Green River Community College found that 84 percent of students who participated in a SGID said that "it improved class quality and/or instructor effectiveness" and 95 percent reported "the concerns identified by the SGID were addressed adequately." For GRCC faculty, 100 percent who had a SGID done in one of their classes said they would do it again and 100 percent of the faculty said that it was a successful classroom assessment tool for the following reasons: "it allows students to open up, it helps clarify what works and what doesn't work, students told us what elements in the class were not helping them learn, and we were able to discuss these with them and modify activities in ways we and the class found acceptable, and it empowers the student."

Faculty who have used the SGID technique at BCC love it; however, many faculty at BCC have never heard of this assessment technique. When it was briefly described to them though, most of them were interested and wanted to know more about it. The Speech department has conducted workshops for SGID training. This technique is used frequently in the Life Sciences program for beginning faculty and faculty in the tenure review process in order to give them maximum feedback about their teaching. Faculty in Physical Sciences use this technique and it is recommended to new faculty. In general, the Science division faculty use this technique quite frequently.

¹⁷ A copy of this brochure is included in Appendix 4.

The entire BCC counseling staff are trained as SGID facilitators and practically the entire English faculty is also. BCC faculty who are qualified to lead SGID sessions are Eileen Feller, Linda Leeds, Gordon Leighton, Jerrie Kennedy, Karen Rothman, Nancy Eichner, Bob Burke, Rosemary Richardson, Lynn Sage, Frank Lee, Sharon Allen-Felton, Marilyn Anderson, Helen Taylor, Walter Boland, Michael Righi, Peter Ratener, Laura Driscoll, Alan Yabui, Lee Buxton, and Melodye Gold. In addition, several faculty have used this technique, but do not feel they are "trained" to do it.

Faculty Trained As Focus Group Facilitators

Focus groups are another technique, heavily used in business, which can provide information about what is going on in a classroom from the students' perspective. In this case, a subset of students, five to ten, would meet at a time outside of class and would be guided by a focus group facilitator toward discussions which will elicit information about how the course is going, what have been their experiences, what the students agree or disagree on about the course, etc. Several business faculty conduct focus groups, including: Sandy Nesbitt, Sandy Anderson, and Marcia Williams. Speech faculty experienced in this technique include Alan Yabui, Lee Buxton, Bob Burke, and Laura Driscoll. Several Parent Education faculty, including Julie Soto, have also conducted focus groups.

Faculty Trained In Other Techniques Used In The Assessment Of Teaching And Learning Outcomes

Most interviewees were unable to state whether faculty in their department or division were trained in other assessment techniques. Two people mentioned being trained in Competency-Based Education (CBE) and one person mentioned CATS and learning styles assessment.

Workshops Or Conferences Which Faculty In Your Division/Program Have Been To Which Deal With Improving Student Learning Or Assessment

In order to identify resources for faculty, the division and department chairs were asked to name any workshops or conferences which they knew faculty had been to which dealt with improving student learning or outcomes assessment. They identified the following activities:

- Annual Student Success Conference
- Competency-Based Education
- Retention Conference

- College Survival Student Success Conferences
- Enrollment in Career Development Program at the UW
- Faculty of Color Conference (2 people)
- James Anderson, speaker
- Two-year college curriculum project
- USITT (annual drama conference)
- Washington Center for Improving Undergraduate Education programs
- Annual State-wide Assessment Conference (2 people)
- Learning Paradigms Conference

Needs Of Your Faculty In The Area Of Professional Development Which Would Help To Expand Student Outcomes And Assessment Activities At BCC

Since professional development is a key element in understanding, using, and expanding the student learning outcomes assessment and institutional effectiveness efforts, respondents were asked what they feel are the needs in this area for the faculty in their department or division. Interviewees identified an extensive list of suggestions:

- Offer "how-to" sessions on assessment of student learning outcomes.
- Give information on why it is important to do it and what it achieves.
- Emphasize that it is not tied to faculty evaluations.
- Make more time and money available to do assessment, particularly in small departments.
- Clarify K-12 articulation issues—how to help effectively students who are not college-ready while maintaining high standards.
- Find ways to ensure that students are getting both content and needed learning skills.
- Offer small grants for part-time faculty to work in this area at the program level.
- Set aside one day per quarter to talk about and work on assessment.
- Establish a social location where faculty would feel comfortable just chatting with each other about issues in teaching and learning (Pub idea mentioned).
- Track how their majors do after transfer. (Psychology department)
- Work on discipline-specific techniques. (Psychology, Drama, Foreign Language)
- Look at long-term abilities retention issues (for students who do well all quarter but "bomb" the final).
- Design a new Electronic Media/Music program in the next three to five years.

- Provide professional development money, more monetary resources in general, and more professional development activities for part-time faculty. (3)
- Provide the tools to do the assessments.
- Address the speaking and listening abilities of students.
- Address the Goals 2000 outcomes and their relationship to our General Education abilities.
- Work on how to grade writing assignments (Math faculty).
- Provide professional development offerings for the department as a group, rather than college-wide. (Math faculty)
- At the beginning of the academic year, have sessions on teaching strategies, curriculum development, and on-line course development.
- Give guidance in figuring out ways to measure the things counseling does and be more proactive than reactive.
- Establish a framework for doing student learning outcomes assessment and how it relates to specific faculty areas, especially for part-timers.
- Explain the relationship between general education outcomes and student learning outcomes assessment at BCC. The comment is in regard to the General Education Course Inventory and the fact that people think they are "done" with this and that it is only thought about when new courses are proposed.
- Offer SGID training.
- Attend ABLE Network Conference attendance.
- Attend ABLE Network Creativity Thinking Workshop.
- Attend WTESL Conference.
- Attend Immigration Issues Conference.
- Have students evaluate every teacher, every hour of class.
- Set up a peer coaching program.
- Hold workshops, training in use of various classroom assessment techniques.
- Consider the timing of training opportunities. This is an issue for Nursing faculty as many important offerings are only available when faculty are teaching and cannot get away.
- Invite James Anderson to come and speak at a professional development day. (A&H faculty. They describe him as "the first person to make sense of this and make it exciting.") (2 people)
- Examine current assessment methods and activities on a departmental level (done by departments themselves).
- Provide more campus-wide activities in this area. (2)
- Invite knowledgeable people on campus to give presentations at division and departmental meetings.
- Provide concrete examples of assessment activities, either field-specific or general.

- Become more proactive, rather than reactive.
- Give guidance in figuring out ways to assess counseling and human development outcomes.
- Compile assessment techniques that others on campus use, testimonial type ("This worked for me."), rather than "cold adoption."
- De-mystify student learning outcomes assessment—people have to know what it is and have some understanding in order to participate. Many people now feel like they are on the outside looking in.
- Attend American College Theater Festival.
- Use a professional development day for meetings to share papers and compare assessment of them.
- Share information on learning styles issues, especially written vs. oral communication styles.
- Make time to develop new curriculum to keep up with changing needs.
- Make time to experiment with alternative methods of assessment.
- Work on techniques to deal with both native and non-native students' language abilities.
- Make time for the four "arts departments"—Drama, Dance, Art, and Music—to develop assessment techniques specific to the arts.
- Provide a copy of the Cross and Angelo book in each division.
- Provide activities for part-time faculty for their needs.
- Work on problem-solving assessments .
- Collect and share journals or articles with information on assessment.
- Define what we mean by assessment.
- Have training in this area which has to do with a children's, rather than an adult's, perspective (ECE faculty).
- Acquire videotapes discussing various topics in assessment.
- Share information on right-brain, left-brain learning and different learning styles and how to address them.
- Give grants to do creative assessment work.
- Hold critical thinking workshops.
- Hold meeting between the Psychology department and the English department about how to write good assignments and what Psychology wants from the English department in terms of student writing abilities.
- Do computer work relating to Foreign Language.
- Set aside time to work with and learn from peers in this area.
- Explore ways to assess students more accurately as to placement. (International Programs) They are currently working with Developmental Education to pilot the SLEP test to see if it will do a better job of placing students.
- Bring in the Washington Center people to do workshops for faculty.
- Offer training which teaches how to incorporate critical thinking skills into classes.

- Learn how to write outcomes and how to know what the outcomes mean.
- Hold assessment orientation for all interested faculty, similar to the one conducted for new faculty.
- Tell us who Alverno and Pat Cross are.

Specific Outcomes Assessment Issues Identified by Division and Program Chairs

During the course of the interviews, people tended to want to identify the things that they consider to be issues in student learning outcomes assessment and institutional effectiveness. Included below are those items about which chairs felt strongly.

- The Drama faculty are concerned that students lack the critical thinking skills to successfully complete their courses. Particularly in script analysis, students do not seem able to do the work at the level expected, including extraction of information from readings. Faculty feel there is considerable remediation required to help students unlearn bad habits.
- Art faculty are concerned that creativity and problem-solving are not receiving enough attention in the College's assessment efforts. They have communicated this concern to the former Chair of the Teaching and Learning Council. They are also concerned about the lack of thinking and writing skills which our students possess and that the understanding which is there is at a superficial level.
- Business faculty are concerned about the uneven state of advising for students; they think College Survival should be required of all new students and could even be offered in the summer, prior to fall enrollment. Enforcement of prerequisites and even establishment of prerequisites related to issues of student success is also a concern. The availability of English 101 classes is another concern. Business students might go through their entire program before finally getting into English 101 when they really could have profited from taking it earlier. Business writing skills are an issue and the business faculty are trying to find ways to address this. In general, they are concerned with placement and college-readiness issues for students.
- In Computer Science, faculty find that students lack writing and thinking skills. How is the College to address these deficiencies?
- In the Information Technology program, faculty are concerned about students' ability to write, read, and do math, so they are investigating

using enforced prerequisites to better ensure that students have the minimum levels of knowledge to succeed in this program.

- In Educational Development and Health Sciences, the Health Sciences faculty observe a gap between faculty expectations and skill levels of students who have successfully completed English 101. Writing skills are a particular problem and faculty in this division would like to see specific standards for these "gate" courses, i.e., skills which a student cannot miss obtaining if they successfully complete the course.
- There is a concern in Life Sciences that student ability levels are moving steadily downward with a resultant concern for maintaining high program standards.
- A couple of concerns regarding the current assessment efforts at the College were expressed by several department chairs within Arts and Humanities. One issue is that there has not been enough communication about assessment for the faculty to understand just what these efforts are all about and how they relate to individual disciplines and individual faculty. One chair said that she was under the impression that now that quantitative assessment is underway, everyone will have to do quantitative things in their classes. Another concern is that the College will want to get very quantitative in how it looks at assessment and this might have the effect of losing other important kinds of assessment information which is not particularly quantifiable. Both of these concerns are valid and can be addressed by speaking with faculty about what these assessment efforts are and *are not*.
- Reading has been an issue for Business Administration. They assessed the reading levels of accounting students and found everything from the fourth to the 22nd grade.
- Paraprofessional Accounting faculty are also concerned about the students' college-readiness and the small proportion of students going through assessment testing. Faculty would like a two- or three-day "college-ready class" that all new students would take which would help them to prepare for being in college. Another idea is an IDS class which would be a combination of Accounting, AOS, and College Survival.
- One difficulty in Parent Education is that there is no professional development money for the faculty because they are all part-time.

- Faculty would like an "Allied Health SAT" which would predict students' success in the Health Sciences programs.
- The Psychology department is concerned with critical thinking and writing abilities of students.
- There has been a significant increase in the quantity of writing in Biology classes in the past few years. There are many more essay questions on exams and one concern is that students cannot write well enough.
- In the Economics department, there is a concern about keeping the standards high and the ability of students to meet those standards when assessment is not required and prerequisites are not enforced. One example given was a Russian student who was told by someone that he could take an Economics class while he was enrolled in English 085. His reading and writing abilities were not at a level which would make him successful in this class. Writing, reading, math, and analysis skills are in particularly short supply and faculty feel there has been a decline in these abilities over the past five years.
- About half of the students in the International Studies/Political Science classes fail and the quality of students' performance continues to deteriorate. "Students don't know what it is to learn." Reading abilities are an issue and the quantity students are being asked to read and use is being reduced because the students can't handle it. One example given was an American Government class which used to assign six books and now assigns one.
- The Music department would like to study how well their students do once they transfer, including how well they do on the performance tests at entrance and how that meshes with our exit tests. They would like to talk with the four-year institutions in order to really understand what they want and expect from the students coming in from community colleges. They have been working informally on articulation issues with the four-year institutions, but would like to make it more formal.
- Business Administration faculty are concerned about the underpreparedness of their students. They feel a need for every student to be assessed in order to have an understanding of their performance. Faculty report a 40% attrition rate in beginning accounting courses, which they attribute to students being underprepared for college-level work.

- The Life Sciences program would like to track the students who take their courses and then go on to the Health Sciences programs at the College to see how they perform. Nursing faculty are meeting with faculty from Life Sciences to talk about student outcomes and articulation between these two programs.
- The Math faculty would like to have a better picture of the "before" and "after" situation of students in order to measure improvement and student growth.
- The Educational Planning staff is concerned about the adequacy of advising training for full-time faculty who are expected to advise 50 students each quarter. The quantity of "self-advised" students is also a concern to them, relating to the issue of whether advising should be mandatory.

SUMMARY OF RESULTS OF THE ASSESSMENT INVENTORY

The College plans to incorporate the findings of the Inventory to continue to improve college effectiveness. The following summary documents Inventory findings in order to guide faculty and staff discussion. The first part of the summary is a listing of concrete "products" resulting from the Inventory.

- A list of professional development activities that faculty have recommended
- A list of issues concerning college outcomes assessment and institutional effectiveness which may be discussed and addressed in academic and administrative ways
- A list of faculty trained to conduct Small Group Instructional Diagnosis
- A list of faculty trained to conduct focus groups
- An easy to use summary of assessment activities at the College
- A Guide that compiles College assessment resources
- An Assessment Inventory Report which documents outcome measures, activities and intentions of every division and academic program, as well as all student services areas

Additionally, there were several other significant results of the inventory:

- Some faculty, previously unaware of the Small Group Instructional Diagnostic (SGID) technique, have used it in their classes, both enhancing their knowledge of student learning outcomes assessment and building bridges with other faculty.

- There has been a "demystification" of student learning outcomes assessment as division and program chairs and student services managers have discussed what they are involved in and what their needs are.
- There is a better understanding of how faculty have used assessment activities to improve their programs.. The following are some examples of these activities: The Administrative Office Systems (AOS) and Information Technology (IT) faculty have instituted changes in their curriculum related to assessment findings along with comments from their Advisory Committees; the Developmental Block, which combines reading and writing into one comprehensive unit, has been instituted in the English department; Parent Education faculty have developed a list of "best practices" which they use to guide their instructional efforts; International Programs faculty have examined the faculty videotape and its effect on student perceptions; Music faculty have instituted a new transfer degree, designed to help students perform better after movement to a four-year institution; Math faculty have standardized finals and enforced prerequisites resulting from assessment efforts; Life and Physical Science faculty are in the process of designing standard finals and discussing the value and effects on students of enforcing prerequisites; Psychology faculty are pursuing a standard final, the Administration of Criminal Justice program is planning on moving to a skill-standards-based curriculum as a result of exposure to the skills standards work of the staff of the Northwest Center for Emerging Technologies (NWCET); and the English Language Institute (ELI) is revising the statement in the catalog to more accurately reflect the goals of the program and has proposed three performance measures for the program.
- Ways in which College programs report monitoring program effectiveness include: examination of the progression of students from course to course and how they perform, growth in program enrollments, feedback from supervisors of student clinical or internship experiences, surveys of graduates to determine placement rates and entry salaries, movement to competency-based education so that standards will be clear and transferable, and review of license and examination pass rates of graduates.

BCC FACULTY AND STAFF RESOURCE GUIDE

STUDENT LEARNING OUTCOMES ASSESSMENT

May, 1997

This Guide was originally included as a part of the Assessment Inventory conducted at BCC during the 1996-97 academic year. It is intended to be used as a quick reference for faculty and staff who are looking for assistance relating to student learning outcomes assessment and institutional effectiveness. The information contained in the Guide is derived from 71 interviews conducted with division and department chairs and student services managers and a survey completed by 33 faculty and staff. The following information is contained in this Guide: names of faculty trained as SGID facilitators, names of faculty trained to conduct focus groups, faculty-recommended workshops and conferences dealing with outcomes assessment, faculty-recommended readings in outcomes assessment, 1996-97 members of the Teaching and Learning Council, and a reference chart of assessment projects at BCC from 1992 to 1997.

BCC FACULTY TRAINED AS SGID FACILITATORS

The entire BCC counseling staff

Marilyn Anderson

Walter Boland

Bob Burke

Lee Buxton

Laura Driscoll

Nancy Eichner

Eileen Feller

Sharon Allen-Felton

Melodye Gold

Jerrie Kennedy

Frank Lee

Linda Leeds

Gordon Leighton

Peter Ratener

Rosemary Richardson

Michael Righi

Karen Rothman

Lynn Sage

Helen Taylor

Alan Yabui

BCC STAFF TRAINED AS FOCUS GROUP FACILITATORS

Sandy Anderson
Bob Burke
Lee Buxton
Laura Driscoll
Sandy Nesbitt
Julie Soto
Marcia Williams
Alan Yabui

WORKSHOPS AND CONFERENCES RECOMMENDED BY FACULTY

- Annual Student Success Conference
- Competency-based Education
- Retention Conference
- College Survival Student Success Conferences
- Enrollment in Career Development Program at the UW
- Faculty of Color Conference (2 people)
- James Anderson, speaker
- Two year college curriculum project
- USITT (annual drama conference)
- Washington Center for Improving Undergraduate Education programs
- Annual State-wide Assessment Conference (2 people)
- Learning Paradigms Conference
- SCCC "Train the Trainers" for child care faculty, 1993
- Design of new assessment tool with King County Child Care Program, 1996
- Fall Career Day at the Seattle Design Center where discussions by faculty from many different institutions took place regarding various assessment techniques, including portfolio methods
- SBCTC CBE training, Summer, 1996
- ACTFL Foreign Language Conference, November, 1996 (2 sessions on assessment)
- Oral Assessment Workshop, 1996 (ABE/ESL)
- WCTCHA Conference, 1994, 1996
- Cultural Pluralism Institute, 1994
- Professional Development Days, 1994-1996
- SBCTC-sponsored events, 1995, 1996
- Humanities Conference, Spring, 1995
- Assessment, Diversity, Learning Styles, CWU, 1996

- International Conference on Critical Thinking and Environmental Reforms, 1993, 1995, 1996
- New Jersey Association for Developmental Education, 1996
- EdCC two-day workshop with Alverno College people, 1991
- Two-day workshop in CQI in Education, 1992
- Washington Center workshops
- Learning Communities Conference, Washington Center, 1994
- Cultural Pluralism on College Campuses, Washington Center, 1995
- Improving Introductory Economics for Women and Minorities, NSF Workshop, 1995
- SOC Conference, 1996
- Attendance at TLC-sponsored activities
- Great Teachers Seminar, 1994
- Northwest Accounting Educators Conference, 1996
- Lake Washington Technical College Conference, 1996
- Association of Department of English Chairs, 1996
- Catherine Beyer's workshop on giving and evaluating writing assignments, 1996 (2 people)

READINGS RECOMMENDED BY FACULTY

- Embracing Contraries, Peter Elbow
- Teaching Adults-An Active Learning Approach, Betty Jones
- Seven Intelligences, Howard Gardner
- Black Children, Janice Hale
- Pedagogy of the Oppressed, Paolo Friere
- Classroom Assessment Techniques, Angelo and Cross
- Set of Assessment Tasks for French, German and Spanish from the Indiana Department of Education
- Anything by Peter Elbow
- Anything by Knoblauch and Brannon
- Lives on the Boundary, Mike Rose
- The Process of Education, Jerome Bruner
- Handbook for the Assessment of Diversity, Merging Effective Models of Diversity with Teaching and Learning and the Curriculum, James B. Anderson, North Carolina State University
- Errors and Expectations, Shaunessy
- The Closing of the American Mind, Bloom
- The Opening of the American Mind, Levine
- Monkey, We Ch'eng-en
- Meditations, Marcus Aurelius
- Candide, Voltaire

- The Prelude, or the Growth of the Poet's Mind, Wordsworth
- Letters to a Young Poet, Rilke
- Washington Center Notebooks on Assessment
- Making Teaching Community Property, Pat Hutchins, et al
- Helping Your Hyperactive Child, John F. Taylor
- Readings for Educators, Selected reprints on dyslexia
- Smart But Feeling Dumb, H. N. Levinson
- Patterns, Linda Leeds (available in BCC bookstore)
- Mastery Teaching
- "Promoting Active Learning in the Life Science Classroom" Annals of the New York Academy of Sciences
- Teaching the Adult Learner
- Innovation in Teaching for Business Educators
- Primer for Research on the Freshman Year Experience

MEMBERS OF THE TEACHING AND LEARNING COUNCIL, 1996-97

Jim Bennett
 Virginia Bridwell (in-active)
 Doug Brown
 Sara Canady
 Suanne Carlson
 Rhonda Gilliam
 Kay Gough
 Marja Henrickson
 Valerie Hodge
 Kae Hutchison
 Robin Jeffers
 Jennifer Laveglia
 Mary Madigan
 Diane Mauldin
 Rossie Norris
 Laura Price
 Michael Righi
 Elaynne Rousso (resigned 2/97)
 Shahla Rowhani
 Cheryl Vermilyea

PAST PROJECTS

A chart of assessment-related activities from 1992 through 1997 appears on the following pages.

Summary of Assessment Activities at BCC, 1992-1997				
Project	Year	BCC Participation	Activities/Results	Sources of More Information
CAAP Writing Assessment	1992-93	92 students	BCC students performed significantly better than other community college students	Robin Jeffers, 1992-93 Assessment Project Report
Writing Portfolio Project for English 100/100X	1992-93	2 BCC faculty	Student-assembled and evaluated writing portfolios	Gordon Leighton, Michael Meyer
Survey of faculty about student writing ability & writing assignments	1992-93	70 BCC faculty returned surveys (out of 395)	High level of confidence in writing instruction at BCC, frustration that many students do not take advantage of it, significant differences among divisions in approaches to writing	Sandy Anderson, Jerrie Kennedy, Doug Brown
Survey of students about writing at BCC	1992-93	700 students returned surveys from classes of 24 faculty	Self-assessments match well with faculty views, writing is a "have-to" activity, non-native speakers use writing labs the most	1992-93 Assessment Project Report
Writing Portfolio Assessment	1992-93	40 papers of 4 writing assignments		Roger George, Erick Haakenson, David Jurji, Woody West
Best Paper Project	1992-93	6 BCC students		Tom Nielsen, Rosemary Richardson, Laura Driscoll, Imelda Cannon, David Buckner, Virginia Hess, James Trerise, Kathleen White
Good Writing Workshop	Fall, 1993	50 BCC faculty	Identification of what criteria characterize "good" writing	
AP English Exams & Holistic Grading Workshop	Fall, 1993	BCC faculty		
Use of Computer-Aided Instruction in Writing (video-conference)	Fall, 1993	BCC faculty		
Assigning More Writing Workshop	Orientation, Fall, 1993	BCC faculty		Gordon Leighton, Helen Taylor
Using Peer Groups to Evaluate Students' Work Workshop	Orientation, Fall, 1993	BCC faculty		Roger George, Jerrie Kennedy

Summary of Assessment Activities at BCC, 1992-1997

Project	Year	BCC Participation	Activities/Results	Sources of More Information
Helping Poor Writers Workshop	Orientation, Fall, 1993	BCC faculty		Michael Meyer
Critical Thinking and General Business	1993-94	1 BCC faculty	Techniques for student self-assessment of critical thinking	Sandy Anderson
California Critical Thinking Dispositions Inventory	1993-94	2 Marketing classes	BCC students similar to other students; inventory measures attitudes, not skills	Sandy Anderson
Reading Lab Study	1993-94	68 BCC students	Moderate relationship between reading levels and drawing inferences	Karen Rothman
Classroom Assessment Techniques	1993-94	5 BCC faculty	Discussion of use of CATS in specific classroom situations	Sandy Anderson, Elaynne Rouso, Karen Samdahl, Bonnie Wallace-Hoffman, Alan Yabui
Linking English 101 to enrollment in other courses	1993-94	4 BCC faculty	Improvement in instructional effectiveness for students	Robin Jeffers, Michael Righi, Helen Taylor, Kathy Steinert
Parent Education Outcome Assessment Survey	1993-94	16 classes, 13 faculty	Training for faculty in writing instructional goals and assessment of successful implementation	Sylvia Hobbs
Student Voices	1993-94	40 students, 8 of them from BCC	Students' assessments of their community college experiences	1993-94 Assessment Project Report
College-Level Readiness	1993-94	Faculty survey of abilities, database analysis of placement scores and course enrollments	Placement trends essentially static; in non-math and non-English courses, 1/3 and 1/2 college-ready, respectively; results of faculty survey led to contents of recently published "College-Ready" brochure	Suanne Carlson; 1993-94 Assessment Project Report
Writing Placement Project	1994-95	335 BCC students tested, BCC faculty from English, Dev. Ed., and ELI	Writing samples produce better placements in English courses than tests now used. Project resulted in the institution of the English "Block" which is currently in place and under review for changes by English faculty. COMPASS test being normed now to replace current testing. Increased understanding among faculty in these 3 departments.	Linda Leeds, Gordon Leighton

Summary of Assessment Activities at BCC, 1992-1997

Project	Year	BCC Participation	Activities/Results	Sources of More Information
Graduates' Assessment Day	1994-95	109 BCC students, 13 BCC faculty	CCSEQ, Academic Profile, group discussion, essay writing, CCTDI, science reasoning exercise	Robin Jeffers, Jerrie Kennedy, David Jurji, Elaynne Rousso, Jeffrey White, Don Heins, Kathy Steinert, Cathy Lyle, Rossie Norris, Alan Yabui, Sandy Anderson, Karen Samdahl, Jerry Barrish
Writing Assessment	1995-96	50 BCC faculty & staff	Identification of characteristics of strong and weak writing, faculty perceptions of writing at BCC, students' writing abilities	Robin Jeffers, Elaynne Rousso
Classroom Assessment Techniques Workshops	1995-96	30 BCC faculty	Dissemination of information about alternative assessment strategies to faculty.	Jennifer Laveglia, Kay Gough
Student Focus Groups	1995-96	2 BCC faculty, 4 BCC students	Feedback on writing assignments	Robert Hobbs, Virginia Long
College-Ready Brochure	1995-96	Initial input: all BCC faculty; construction of document: TLC	Brochure (distributed Winter Quarter, 1997) details what it means to be "college-ready" at BCC	Robert Hobbs
Professional Development Day Session	1995-96	BCC faculty	Conversations among faculty about what works for them in assessment of student learning outcomes	TLC-sponsored event
Multicultural Efforts Workshop	1995-96	5 BCC faculty & staff	Proposal to do a study of the "Staying on Track" class as a model for success for students of color	Jim Bennett
Competency-Based Education (CBE) Workshop	1995-96	7 BCC faculty & staff	SBCTC-sponsored activity aimed at familiarizing campus faculty and staff about competency-based education. CBE group is now a sub-committee of the TLC.	Jim Bennett
Abilities Retreat	1995-96	3 BCC faculty & staff	Dissemination of techniques and information to participants	Elaynne Rousso, Garnet Templin-Imel, Valerie Hodge
Writing Retreat	1995-96	3 BCC faculty attended, 1 as a presenter		Robin Jeffers, Robert Hobbs, Sara Canady

Summary of Assessment Activities at BCC, 1992-1997				
Project	Year	BCC Participation	Activities/Results	Sources of More Information
Abilities Institute	1995-96	8 BCC faculty & staff		Suanne Carlson, Elayne Rousso
Institution-wide writing assessment	1996-97	BCC faculty	In process	Robin Jeffers
BCC Writing Performance Criteria	1996-97	5 English faculty	Development of criteria upon which good writing is judged	Robin Jeffers, Rhonda Gilliam, Jerrie Kennedy, Kathleen White
Quantitative Skills Assessment	1996-97	11 BCC faculty & staff	On hold	
Community College Student Experience Questionnaire (CCSEQ)	Fall, 1996	500-student sample	Results available Spring, 1997	Student Services effort
First-Quarter Student Study	Fall, 1996	2 part-time faculty, 1 classified staff, 1 administrator	Report disseminated April, 1997	Gerry Becker, Eileen Feller, Cam Yeend, Valerie Hodge
Assessment Inventory	Fall & Winter, 1996-97	71 program chairs & Student Services managers	Report disseminated June, 1997 Interview results established a baseline of assessment activities, issues, techniques, and needs	Valerie Hodge
Skill Standards Project	1996-97	NWCET staff	Established and validated the skills needed in 9 information technology occupations	Carol Mandt, Sandy Anderson, Michele Royer
Competency-Based Education Committee	1996-97	7 faculty & staff		Cheryl Becker, Patti Hoffer, Ron Taplin, Jack Surendranath, Garnet Templin-Imel, Alan Yabui, Valerie Hodge
COMPASS	Winter, 1997	Assessment Office	Norming of this test to replace current instruments used to place students in math and English classes	Laura Price, English, Math faculty
Information Literacy Across the Curriculum (ILAC)	1996-97, on-going	6 faculty	In process	Francine Walls
Source: BCC Annual Assessment Reports				

APPENDICES

- Appendix 1: List of People Interviewed for 1996-97 Assessment Inventory
- Appendix 2: Interview Instrument
- Appendix 3: Assessment Inventory Survey Instrument
- Appendix 4: Small Group Instructional Diagnosis (brochure from Green River Community College)
- Appendix 5: Enrollment Services Registration Letter (student information deleted)
- Appendix 6: Students' Letters to Enrollment Services (samples; student information deleted)
- Appendix 7: Educational Planning & Advising Center materials
- Appendix 8: Assessment Center materials provided during placement testing
- Appendix 9: Workforce Training student follow-up card
- Appendix 10: Information Literacy Across the Curriculum survey
- Appendix 11: Peggy Benz, "The Paradigm Shift in Technology" (material from Media Communications & Technology course website page)
- Appendix 12: Sample student assessment tools used by BCC faculty members
- Appendix 13: Continuing Education course/workshop evaluation forms

APPENDIX 1: LIST OF PEOPLE INTERVIEWED FOR 1996-97 ASSESSMENT INVENTORY

Department/Division	Person Interviewed
Arts & Humanities	Tom Nielsen
American Studies	Kimberly Pollock
Art	Bob Purser
Communications	Roger George
Dance	Betty Ann Platt
Drama	Rob Jackson
English	Michael Meyer
Foreign Language	Carolyn Bilby
Interior Design	Connie Wais
Music	Ken Wilson
Philosophy	Dalmen Mayer
Speech	Alan Yabui
Business	Judy Woo
Accounting	Phil Walter
Administrative Office Systems	Jan Gould
Business	Kay Gough
Business Administration	Richard Bratz
Computer Science	Michael Gelotte
Information Technology	Jack Perry
Marketing	Sandy Nesbeitt
Real Estate	Howard Wildin
Continuing Education	Sharon Carpenter
Computer Programs	Sharon Carpenter
Customized Training	Daniel Eiben
Work-Related/World Language Programs	Adele Becker
Educational Development & Health Sciences	Lynne Scott
Adult Basic Education	Robin Tanguy-Veluce
Alcohol and Drug Studies	Michael Galloway
Developmental Education	Linda Bennett
Diagnostic Ultrasound	Joan Baker
Early Childhood Education	Toogy Shepherd
English as a Second Language	Garnet Templin-Imel
Home Economics	Toogy Shepherd
Imaging Technology	Ron Radvilas
Nursing	Cheryl Becker
Parent Education	Julie Soto

Physical Education/Health	Harriet Newton
Radiation Therapy Technology	Julius Armstrong
Radiologic Technology	Ron Radvilas
Human Development	Ruthmary McGlasson
International Programs	Raoul Meilleur
English Language Institute	Susan Jamiesen
Social Science	Michael Talbott
Administration of Criminal Justice	Michael Caldero
Anthropology	John Osmundson
Economics	Michael Righi
Geography	Doug Roselle
History	Eric Haines
International Studies	Steven Hamernyik
Media Communication & Technology	Peggy Benz
Political Science	Aslam Khan
Psychology	Helen Taylor
Sociology	Elayne Rousso
Telecourses	Thornton Perry
Science	Jack Surendranath
Life Sciences	Jim Ellinger
Mathematics	David Stacy
Physical Sciences	Cathy Lyle
Student Services	Ron Taplin
Assessment/Testing	Laura Price
Disabled Student Services	Susan Morgan
Educational Planning	Chequita Williams-Cox
Enrollment Services	Tika Esler
Multicultural Services	Linda Flory-Barnes
Student Health	Camille Chigi
Student Information Systems	Suanne Carlson
Women's Center	Cheryl Vermilyea
Workforce Training	Joanne Murcar
Library Media Center	Myra Van Vactor
Northwest Center for Emerging Technologies	Carol Mandt, Sandy Anderson

APPENDIX 2: INTERVIEW INSTRUMENT

In-Person Interview Instrument (for all division and program chairs)

Name _____ Date _____

Division/Program: _____

1. Name the faculty in your program/division whom you know to be conducting student outcomes assessment or effectiveness activities (now and for the past three years).
2. Do you know any specifics or details about those assessment activities, including any results or findings?
If so, briefly describe them.
3. Are there assessment activities going on that aren't associated with any one faculty member?
If so, what are they?
4. Do you know if anything was done with the findings? Used to improve learning for students? Are the results of the projects/activities being used in classrooms?
5. How are these activities supported in this division/program?
6. What are you doing personally in the area of student outcomes or effectiveness assessment?
7. In general, what is currently being done which would reflect the effectiveness of the program for students?
8. Can you name any assessment tools or methods **used** (not just known) by your faculty?
9. Do you know if any of your faculty are trained as SGID facilitators?
If so, who?
10. Do you know if any of your faculty are trained as focus group facilitators?
If so, who?

11. Do you know if any of your faculty are trained in other techniques used in the assessment of teaching and learning outcomes?
If so, who and what techniques?
12. Can you name any workshops or conferences which faculty in your division/program have been to which deal with improving student learning or assessment?
13. What do you feel are the needs of your faculty in the area of professional development which would help to expand student outcomes and assessment activities at BCC?

APPENDIX 3: ASSESSMENT INVENTORY SURVEY INSTRUMENT



Bellevue Community College Institutional Research

MEMORANDUM

November 18, 1996

To: Full-Time Faculty, Educational Services Cabinet, Enrollment Services Managers

From: Valerie Hodge, Director, Institutional Research

Subject: Enclosed Assessment Inventory Survey

On November 13, Don Yeager mailed out to all faculty the *Plan for a Systematic Student Outcomes and Institutional Effectiveness Program at BCC*, which I authored. One component of that plan (described on page 10 of the plan document) is an Assessment Inventory. This Assessment Inventory is designed to establish a baseline of known BCC activities in the area of student learning outcomes assessment and institutional effectiveness while also providing a Resource Guide for faculty detailing who is doing what, including whether faculty are trained in specific techniques which could be utilized in assessment activities at the College. Full-time faculty will receive the email version of this survey, but I particularly wanted to include all part-time faculty. If you know of any part-time faculty who did not receive this survey, please let me know (X3152) so that I may send them one. **Please return your completed surveys to me in A110 by December 2.** That way, you can fill them out while recovering from Thanksgiving dinner!

Thomas Angelo has developed an excellent definition of assessment, which could be used in talking about assessment efforts at BCC:

Assessment is an on-going process aimed at understanding and improving student learning. It involves making our expectations explicit and public; setting appropriate criteria and high standards for learning quality; systematically gathering, analyzing, and interpreting evidence to determine how well performance matches those expectations and standards; and using the resulting information to document, explain, and improve performance. When it is embedded effectively within larger institutional

systems, assessment can help us focus our collective attention, examine our assumptions, and create a shared academic culture dedicated to assuring and improving the quality of higher education.

Please consider this as you complete this survey, asking information about what assessment activities you personally have been and currently are engaged in at BCC. Your thoughtful responses will enable the College to move forward in this important area. Thanks so much for your help in this effort and please don't hesitate to call me if you have questions.

Assessment Inventory Survey Instrument

Introduction/Goals of the Assessment Inventory

The purpose of the assessment inventory is acknowledgement, cataloguing, and circulation of what BCC has done in the assessment of student learning/outcomes area in the past three years and the beginning of a system of information about faculty as "assessment/outcomes resources." It will provide baseline information about activities which have occurred and also set up a "directory" of faculty experienced in various aspects of assessment of student learning and outcomes work. The inventory will include information on all assessment of student learning/outcomes activity at the College in the past three years and as such will be used both to demonstrate what we have done and as a resource to the College community for information about the assessment of student learning outcomes at BCC.

The value of this information to the College depends upon your accurate and thorough completion of this survey. Please take this time to help in the improvement of student learning outcomes and institutional effectiveness at BCC. If you have any questions, please contact Valerie Hodge, Institutional Research, X3152.

Name: _____ Date _____

Department: _____

1. What are you personally doing in the area of student learning outcomes assessment (now and for the past three years)?
2. In general, what is currently being done in your department which would reflect the effectiveness of the program for students?
3. Can you name any assessment tools or methods you have **used** (not just that you know about)?
4. Are you trained as a SGID facilitator?
5. Are you trained as a focus group facilitator?

6. Please name any student outcomes or assessment projects you have undertaken here at BCC and give a brief description of when, who worked on it, what it accomplished, and what has been done with the findings. (If it is easier, please include this information on separate pages.)

7. Are the results of the projects/activities being used in classrooms?

If so, how?

8. Have you attended any workshops or conferences dealing with improving student learning or assessment?

If so, please name them and year of attendance.

9. Can you recommend any books or other reading materials about improving student learning or assessment of student learning which you have found to be useful? (Please cite them.)

10. What do you feel are your needs in the area of professional development which would help to expand student outcomes and assessment activities at BCC?



Do not hesitate



12401 SE 320th St., Auburn, WA 98092-3699
833-9111 Extension 4511

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**Small Group
Instructional
Diagnosis**



What
is the
SGID?

The SGID is a formative assessment tool used to **collect information from students**. This information is gathered by a trained SGID facilitator in the absence of the instructor.

On a prearranged day, the facilitator asks students to form small groups of four to six students. The facilitator then asks students to come to a consensus on two main questions:

- What helps you learn in this course?
- What changes would better help you to learn and how would you suggest they be made?

The purpose of gathering confidential information this way is to focus on **how learning can be improved**, not on quirks, attitudes or personality traits.

Trained facilitators listen to the consensus of the groups and **record the information**. Then, at a prearranged meeting, the facilitator shares this



confidential information
privately with the instructor only.

This information is NOT to be used as a form of employment advancement, rank progression or tenure furtherance.

What exactly
does the
SGID do?



Collects
information
from students
for a rock
solid
foundation
of assessment



Focuses on
what works
so you
can stop
putting out
fires



APPENDIX 4



Shares the
feedback
only with
you, the
instructor



116

BEST COPY AVAILABLE

“In general, the class has become more learning intensive.”



Is it worth the time?

Do you have two hours to improve the effectiveness of your teaching?

An instructor may plan on one hour personal obligation and one hour student obligation.

The facilitator and the classroom instructor have a pre-SGID meeting. The instructor may want the facilitator to ask additional questions to measure the success of a particular method he/she has been using or tell the facilitator to be aware of a potential area of concern. The time may range from 15 to 30 minutes.

The actual SGID assessment process has a range of 45 to 55 minutes, depending upon the number of students present. The average class of 20 students requires a minimum of 30 minutes. The confidential post-SGID meeting with the instructor ranges from 20 to 30 minutes, depending upon the information gathered and the depth of content involved.

“The concerns, were identified specifically.”



Is the SGID a useful form of student feedback for instructors?

An evaluation of the SGID was conducted during spring quarter 1995 on the Green River Community College campus.

The evaluation measured the usefulness of the SGID as an information gathering technique. The evaluation also questioned the action taken once the SGID student feedback was shared with the instructor: *Was the SGID an effective tool to address classroom concerns?*

Students' evaluation

- 84.2% of students participating in the SGID reported it improved class quality and/or instructor effectiveness
- 94.7% reported the concerns identified by the SGID were addressed adequately

“It helps student-instructor communication.”



Do instructors who have used SGID assessment plan to use it again?

Yes.

The evaluation conducted in spring 1995 showed that instructors who volunteered to have an SGID assessment given to their students reported the following:

- 100% would repeat this form of assessment again
- 100% said the SGID was a successful classroom assessment tool
- because—
- it allows students to open up;
- it helps clarify what works and what doesn't work;
- students told us what elements in the class were not helping them learn, and we were able to discuss these with them and modify activities in ways we and the class found acceptable;
- it empowers the student.

“Our class feels a lot more togetherness.”



How do you schedule an SGID in your class?

Several SGID facilitators have been trained. If you have a list of the facilitators, you may contact them directly to arrange your SGID.

If you need a list of trained facilitators or have questions about SGIDs, contact the Assessment Office at extension 4511.

Do not hesitate. The SGID is designed to be a mid-term assessment, ideally conducted during weeks four to six of the quarter. This will allow ample time to make curriculum, material or teaching style adjustments and to benefit polled students.





Bellevue Community College

APPENDIX 5

=====

Instructions for Winter '97 Enrollment

Amount: _____

☐ Check☐ VISA☐ MasterCard**DATED
REGISTRATION
INFORMATION**

Bankcard Number _____

Expiration Date _____

Student ID

----- To Pay In-Person: Detach this portion and include with payment -----

✓ Change your Personal Identification Number (PIN) from your birth date to keep your records secure.

**ASSESSMENT
CALL NOW
641-2243**

So you may get the most from your college experience, BCC recommends the Full Assessment session. To schedule a Full Assessment, please call 641-2243 **NOW**, or go to the Student Services Building, second floor.

**ADVISING
AND
MAJOR FIELD
OF STUDY**

Your pre-advising session is on 12/16/96 at 8:00 AM in the Student Services Building (SSB). Allow up to 2 hours. Bring your college records: BCC assessment results, grade mailers or transcripts, and other colleges' course descriptions.

Our records show that your major field of study is . This indicates you do not plan for your BCC classes to go toward a baccalaureate degree. Your major field of study determines your advisor assignment while attending BCC. If this is not correct, please go to the Student Service Center on the first floor of the SSB and request a Change of Major form. Group advising for your program is on November 18 at 8:00 PM in Room D-273.

**PAYMENT OF
FINES,
FEES
AND TUITION**

Pay all fines **before** you register.

If you register on or before December 30, tuition is due within **one week**. If you register after December 30, tuition is due within **24 hours**. You may pay by VISA or MasterCard at the end of Touchtone or by calling 641-2309. Pay by mail or in-person with check, VISA or MasterCard (do not mail cash). Get a copy of your receipt and class schedule at the Student Service Center in the SSB.

Our records show that you do not have a Financial Aid Award. If you have any Financial Aid questions, go to the Financial Aid office in the SSB.

BCC will drop you from your classes if you do not pay.

**REGISTRATION
ACCESS for****BEGINS 12/16/96
at 8:00 AM**

After your advising appointment on 12/16/96, registration is by Touchtone. Phones are available on the first floor of the SSB. Touchtone registration continues until 1/7/97, 8:00 AM 8:00 PM, Monday through Friday. **Fill out the back of this letter before you register.**

In-person registration is available after 12/16/96 in the SSB during regular office hours.

Use Touchtone Registration to add or drop classes, and to hear your schedule. If you have registration questions, go to the SSB or call 641-2222.

REFUNDS

BCC assesses a \$7 fee for tuition refunds. The refund amount spoken by Touchtone does not include this \$7 fee. See the Quarterly Schedule for the Refund Policy. If you have refund questions, go to the SSB or call 641-2309.

Petition

NOV 25 1996

November 15, 1996

Dear Miss. Tika Esler:

I'm a new transfer student at Western Washington University and this is my first quarter here. I just found out that because I don't have an AA degree, I need to take 26 more credits to meet the General University Requirement. Actually, I have earned the total of 132 credits at Bellevue Community College; I just didn't know that I need to have an AA degree in order to meet the GUR. I thought I only wanted to earn a four-year degree not an AA degree. During the time I was studying at the BCC, I also talked to a couple of advisors in the Business Department and none of them pointed out to me how important the AA degree is for a transfer student.

In a great panic, now I find out that the 26 credits that I must take to meet the Western University's GUR would delay my graduation and prolong my staying at Western. Fortunately, I called Beverly Rail, the credentials evaluator at BCC, a week ago to discuss my situation and to seek help. She found out that in order for me to get an AA degree from BCC, I still need to take two certain classes of total of ten credits. She also suggested me to write you this petition for the waiver of taking these last ten credits at BCC. Because it is impossible for me to go back to Bellevue to finish the last ten credits, I request that you would give me the privilege to have them complete at Western Washington University and then transfer them back to BCC to earn the AA degree so I can meet the GUR at Western.

If you give me the waiver of taking last ten credits at BCC, I will register for the two classes of the last ten credits on November 26, 1996 for the Winter Quarter at Western since WWU only allows me to do so before I reach 40 credits here. I apologize for all the inconvenience I have caused you and the school. I'm looking forward to your response.

Sincerely yours

NOV 26 1996

November 14, 1996

Ms. Tika Esler
Bellevue Community College
3000 Landerholm Circle
Bellevue WA.

RE: Withdrawal from classes after deadline

Dear Ms. Esler:

My name is _____ I am a student at Bellevue Community College
(student ID # _____) I am writing this letter to request that I be permitted to
withdraw from my current course load. I am currently enrolled in fifteen credits, but have
been unable to attend classes due to an illness. I have been struggling with a chronic
illness for most of the fall months. Due to this illness I was unable to attend class during
fall quarter. After realizing that I was not going to be able to satisfactorily complete said
courses, I planned to withdraw from them. My illness, however, made traveling to
Bellevue the week of November 8, 1996, more difficult than I had anticipated. I am
pursuing my degree, and would hate for an uncontrollable circumstance, such as an illness,
to get in the way of my progression toward that end. If you have any questions I can be
reached at _____ I hope that this matter can be resolved. I appreciate your
consideration, and hope to hear from you soon.

Sincerely,

Tika Ester
Enrollment services

10:30
Mon. Dec. 9
appt. w/
Tika

NOV 25 1996

11/20/96

Dear Mrs. Ester,

I am writing this letter to explain my current situation in school as of Fall 96. I am requesting a refund in tuition fees (full or partial). I realize it is far past the withdrawal time period. I have just recently transferred from the University of Hawaii. I enjoyed school there very much however, as you may know the cost of living and various other fees were very expensive. I also realized the educational opportunities were much more to my advantage in Washington. I transferred to Seattle in the first week of September. I was very excited to start school at B.C.C. The first few weeks went very well, I enjoyed my classes and instructors. The problems started when I became very ill and was put into the Hospital. I had to be taken to the ER and a specialist. This in itself made it very difficult to attend classes and study. At the Hospitals request I was also sent home to Spokane to recuperate. When I finally was better I found it extremely difficult to catch up with studies, class lectures, and homework. I knew it would be a better decision to retake the courses, so I can fully understand the information. I would like to speak with you in person at your convenience. Thankyou so much for your time and understanding.

Sincerely,

10:30 appt. Mon 12/9
will bring documentation
& will bring note
from Instructor

December 6, 1996

DEC 9 1996

Tika Esler, Associate Dean
Enrollment Services/Educational Planning
Bellevue Community College
3000 Landerholm Circle SE
Bellevue, WA 98007

Dear Tika Esler,

Please consider this letter my formal request to withdraw from Accounting 210, Fundamentals of Accounting, Item #4045. On November 18, 1996 my Professor, Sarah Bee issued me a Z grade. I would like to show no record of this course on my transcripts. I last attended class on October 31, 1996 following which I left town to be with my father who was dying of cancer. He passed away on November 11, 1996, I have included a copy of his death certificate.

My intention is to take this course again soon. I am aware that there are no refunds for withdrawal after the fourth week of class, therefore I would like to know if this can be treated as a cancellation of a course so that I would receive either refund or credit.

I appreciate your consideration and assistance in this matter.

Very Sincerely,

10/6/96

Dear Tira Ester,

I had to drop my classes this fall quarter because I have to go to California for a family emergency that is going to keep me there for a while. I was hoping to be able to get a full refund for my classes and hopefully books. In regards to the books, I thought it was Tue Oct. 7, to return them. But I got the day wrong, it was on a Monday. Some books I can't return because they came in a wrapping. The lady at the counter said to show you airline tickets, but I am driving. I don't know what else to do. If this could be done I would greatly appreciate it.

Thank-you for your time,

I.D.#

PIN* =

NAME =

11-06-97

Dear of Students-

I would like to appeal having a "W" placed on my transcript for the Fundamentals of Soccer and History in Sports. The Fundamentals of Soccer class has been cancelled numerous times. 2 Mondays in a row I went to class, only to be sent home because of the cancellation. Classes to be rescheduled were on Wens. Which I cannot attend due to my work schedule.

I am also unable to attend my Sports in History class due to unexpected activities that make it difficult to attend a 6:30 am class.

Thank you for your time and consideration.

DEAN

Bellevue Community College



Dear Sir:

I barely began the FALL QUARTER when I was called back to St. Louis, Mo. for a family emergency. It was necessary for me to remain in St. Louis to help my brother who had suffered a heart attack. I asked my sister in Seattle to withdraw me from my classes, but she didn't understand the urgency to do this.

I am writing to ask that my FALL QUARTER Classes be given the status of "WITHDRAWAL" under the circumstances -

I plan to re-register at BCC as soon as my situation permits me to do this.

Sincerely,

APPENDIX 7

=====

BELLEVUE COMMUNITY COLLEGE
EDUCATIONAL PLANNING AND ADVISING CENTER NEW STUDENT SURVEY

Our ability to serve your advising needs is important to us. Your valuable feedback will help us ensure that you are receiving the best assistance that can offer. Please take a moment to fill out this evaluation by circling the appropriate number on the right of each question and adding your comments the space provided below.

Colleges or Universities attended other than Bellevue Community College: _____

Number of credit hours accumulated to date: _____

5 = Excellent 4 = Good 3 = Satisfactory 2 = Below Expectations 1 = Unsatisfactory

- | | | | | | | |
|----|--|---|---|---|---|---|
| 1. | My advisor was helpful and concerned about my registration needs. | 1 | 2 | 3 | 4 | 5 |
| 2. | My advisor clearly explained the registration procedures. | 1 | 2 | 3 | 4 | 5 |
| 3. | My advisor was well informed on policies, degree requirements, and transfer information. | 1 | 2 | 3 | 4 | 5 |
| 4. | My advisor checked with someone else when uncertain about a policy or procedure. | 1 | 2 | 3 | 4 | 5 |
| 5. | My advisor took time to become acquainted with me personally. | 1 | 2 | 3 | 4 | 5 |

PLEASE RESPOND: How has your advisor been the most helpful? What are his/her strengths?

What could your advisor have done to serve your academic needs better?

What could Bellevue Community College change to improve advising?

How would you rate the pre-advising session overall?

What needs to be improved?

What was helpful?

Please list priority classes that were full at the time of your registration.

COURSE LINE NUMBER	DEPARTMENT ABBREVIATION	COURSE NUMBER	SECT	CR HRS	MON	TUES	WED	THU	FRI	SAT	SUN	HOURS
1080 Kamala	CHEM	101	D	3	X		X					1:30-7:40 AM PM
	LAB					X						1:30-7:40 AM PM
												AM PM
												AM PM
												AM PM

**ADVISING REFERRAL
FEEDBACK**

WHAT IS YOUR MAJOR?

WHAT DEPARTMENT DID YOU CONTACT?

WHAT WAS THE RESPONSE?

COMMENTS:



BELLEVUE COMMUNITY COLLEGE
EDUCATIONAL PLANNING & ADVISING CENTER
Student Services Building, 2nd Floor
(206) 641-2437

If you are unable to keep this appointment, please call the above telephone number. If you are ten (10) minutes late, you may lose your appointment. Appointments are thirty (30) minutes each.

COLLEGE/UNIVERSITY: _____

REPRESENTATIVE: _____

DAY: _____ DATE: _____

TIME: _____

If you have attended another college other than BCC, bring a copy of your transcript(s) and a description of the courses you have taken from that college. If you have a list of classes you plan to take, bring the list with you. To receive an unofficial copy of your Bellevue Community College transcript, use the KIOSK on the second floor of the Student Services Building.

QUESTIONS I WANT TO ASK THE REPRESENTATIVE:

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

9672 FALL QTR 1996

Week _____

By _____

TYPE OF CONTACT	TOTALS
In Person	
Telephone	
By Mail	
Workshop/Tour	
E-Mail/FAX	
TOTAL	
TYPE OF ADVISEE	
Continuing Student	
New Student	
Prospective Student	
Staff/Faculty	
Workshop	
Tour	
Change of Major	
Unknown	
TOTAL	
PROGRAM DISCUSSED	
Transfer	
Occupational	
High School Completion	
Running Start	
Admission	
Classes	
Workshop	
Tour	
Change of Major	
Career Services	
Workforce	
Tech Prep	
Other	
TOTAL	
SERVICES PROVIDED	
Classes	
Programs	
Change of Major	
Unofficial Evaluation	
Transfer Institution Info	
BCC Admission Info	
Career Info	
Scan Line	
Workshop	
Tour	
Other	
TOTAL	

REMEMBER --- MARK REFERRALS ON BACK OF THIS PAGE ---

BEST COPY AVAILABLE

REFERRALS MADE	TOTALS
Arts & Humanities	
Business	
Ed Dev/Health Sci	
Science	
Social Science	
Career Center	
Assessment	
Admissions	
Registration	
Records	
Financial Aid	
Unofficial Evaluation	
Official Evaluation	
Transfer Institution	
Vocational Institution	
High School Programs	
Continuing Ed	
GED	
Workforce	
Job Center	
HDC/Personal	
Health Center	
ASBCC/Student Programs	
Women's Center	
Multicultural Services	
International Students	
Disabled Students	
Other	
TOTAL	

WHAT FACTORS CONTRIBUTE TO YOUR SUCCESS IN COLLEGE?

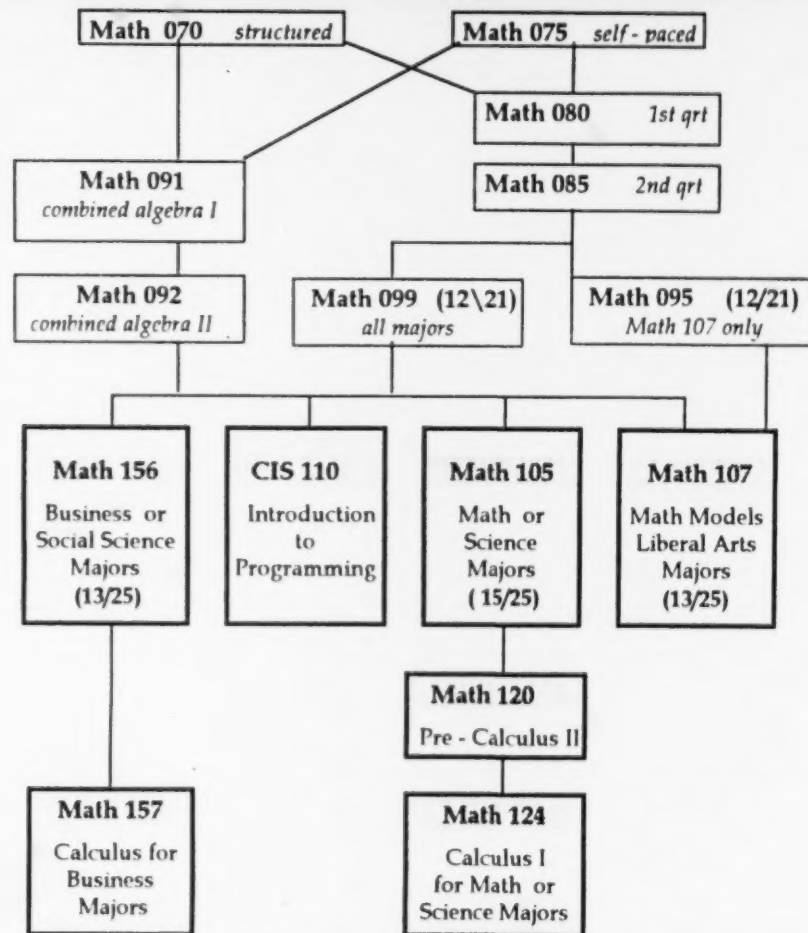
Name:

Date:

Enjoy learning! Make it a priority! Evaluate each class you intend to take using the criteria below.					Class: ENGL 110		Class:		Class:		Class:	
Read the course description in the BCC catalog					X							
How many credits is this class worth? example: (5) 5 Cr.					5 Cr							
FINANCE & TIME SUCCESS FACTORS												
Money? My Resources Vs Tuition + Books and Supplies					\$ 200 +							
Hours of course work per week (1 hr class + 2 hrs hmwk x cr)					15 Hrs/Wk							
GOAL CLARITY & MOTIVATION SUCCESS FACTORS												
Does this class fulfill a short-term goal for me?					YES							
Is this class a step towards my long-term goals?					YES							
Am I motivated to do the course work?					NO							
EMOTIONAL & SOCIAL SUCCESS FACTORS												
Do my family and friends support me in taking this class?					KIND OF							
Stress Management Skills: Will I find this class stressful?					POSSIBLY							
Time Management Skills: Will I procrastinate or study daily?					STUDY							
Self-Esteem: Do my grades reflect my ability or am I confident?					UNSURE							
COGNITIVE READINESS: Look at skill levels required					Have		Need		Have		Need	
Reading Skills required for this class: Do I currently possess?					089		LIT					
Writing Skills required for this class: Do I currently possess?					100		101					
Math Skill required for this class: Do I currently possess?					101		N/A					
Think about the Analytic Skills required for this class					OKAY							
OTHER IMPORTANT SUCCESS FACTORS												
Study Skills: What are my study techniques and habits?					I need		HD 092					
How is this class taught? How do I learn? Are they compatible?					MAYBE							
Item Number	Depart. Abbrev.	Course No.	Sec	Cr. Hrs.	Mon	Tue	Wed	Thu	Fri	Time	Room	Instructor
3085	CHEM	101	A	5		X	X	X			B229	STAFF
	LAB				X						B223	
	LAB						X				B229	

MATH COURSES

READING - WRITING COURSES



Deved
081

Basic
Grammar
091

Engl
071
Summer 071
Fall 072
Winter 073
Spring 074

Engl
071
Summer 071
Fall 072
Winter 073
Spring 074

Engl
* 089

Engl
092/093

Engl
106

Engl
101

College
Literature
100
Level
Courses

Written
Expression

* 089
This course is
only for students
who place in
089 & 092/093

Math Assessment: Is good for 2 quarters.
May be taken twice per quarter.

English Assessment: Is good for 2 years.
May not be repeated.

BELLEVUE COMMUNITY COLLEGE

FULL ASSESSMENT SURVEY

DATE: _____ *Thank you* for participating. We look forward to better serving you!

Directions: Please **Circle Answers**

- 1) Was the material presented in the session clear and concise?
- A. Yes
 - B. Somewhat
 - C. No

Comments:

- 2) Was the session informative?
- A. Yes
 - B. Somewhat
 - C. No

Comments: One thing I learned was..... (other comments are welcomed)

- 3) This assessment information will be helpful to me in preparing for my Advising/Registration Appointment.
- A. Yes
 - B. Maybe
 - C. No

Comments:

MAPPING YOUR GOALS

by Dave Ellis

1. *Strategies for planning*

Begin by planning to plan - setting aside time to put goals in writing.

2. *State your goals effectively*

Goals are specific changes you'd like to make in yourself or your environment. To help make your goals happen, state them as results you can measure or see. *Become a better student by studying harder. Translate that goal into a concrete action, such as: I will study two hours for every hour I'm in class.* Measurable goals make clear what actions are needed and what results are expected.

3. *Remember the difference between measurements and values*

Ideals, values, emotions and other sources of non-measurable goals are the "fuel" behind our plans. I want to be a better student, I want to become a more loving person, or *I want to enjoy music*—none of these is stated as a measurable goal. Yet it's useful to keep such values in mind. They help us remember what all our planning is about.

4. *Work backward from the future to the present*

When you plan, consider working from the general to the specific. Short-range goals are often easier to plan when they fall naturally out of long-range goals.

In order to accomplish "long-range" goals, what needs to be in place in 20 years? To get to that point, what is needed in 10 years? In one year? In one month? In one week? With the answers to such questions, you can make an informed choice about what step to take today.

5. *Write out your plan.*

Writing uncovers any holes in a plan—gaps in logic, hidden assumptions, contradictions, and other forms of fuzzy thinking. Writing the plan down keeps it specific and powerful.

6. *Map your plan onto a time line*

A plan without a time line is not a plan; it's a wish list. A time line measures our progress.

7. *Be willing to act-even if the plan is not complete*

Complete, detailed plans are powerful. At the same time, taking action on an incomplete plan is one way to fill in the gaps.

8. *Just open your mouth and talk planning*

Conversations about planning can bring our intentions into focus. The more you speak about your goals, the more real they become.

9. *Remember to remember*

This can be a challenge. In the midst of an active life, we can easily lose sight of our goals. A key part of making any plan work is simply remembering the plan.

TO DO LIST

To improve study skills, take a College Survival course (Learning Strategies for Student Success):

-HD 092 or HD 120 gives helpful information on how to read a textbook, outline the important information and leave the filler behind.

- How to study for different types of exams: multiple choice, essay, true and false, etc.

- How to take tests, how to take notes, and time and stress management.

HD 120 transfers in most degrees - consult an academic advisor.

While studying, remember:

-Your brain functions at 60% after 45 minutes of study. Break every 45 minutes for 15 - 20 minutes and do something totally unrelated to your studies. Your brain will continue to process the information you were studying. When you return to studying, refreshed, you will actually remember more than if you studied without a break.

-The average retention of material from cramming is 10%.

-If you don't review your day's notes within 24 hours, you will lose 80% of the material you learned. Spend 15-20 minutes daily reviewing the day's notes and 30-40 minutes weekly reviewing the week's notes. This will increase your retention and reduce stressful study time prior to an exam.

Balance your credit load (class + study time) with your work load (job time):

RULE: 2 hours of homework assigned for every 1 hour of class time.

The number of study hours required for each class can be calculated by this formula:

(1 hour of class + 2 hours of homework) X the number of credits (5) assigned to each class.

A 5-credit class requires 15 hours of work a week.

-When deciding how many credits to take, consider how many hours you are employed: Example: 40hr wk (job) + 10-15 credits = 30-45hrs of study and 40hr work week. This is not realistic. If you work full-time, it's recommended that you limit your credits to 5-7. If you want to take 10-15 credits, it is recommended that you work part-time.

Consider how you learn and find out about instructor's teaching styles:

-Are you an auditory, visual, or kinesthetic learner, or do you learn by the written word?

Take classes that best suit your particular learning style or multiple mediums that work for you.

You can find out how instructors teach by talking to other students, academic advisors, departments, and the instructors themselves.

If you are not doing as well in class as you would like:

-DON'T QUIT—Talk to your instructor. Find out what the instructor is looking for.

-Find out about getting a tutor. Talk with your instructor or contact the tutoring program in D104.

-Talk with an academic advisor.

Examine the emotional and social factors that can affect your success:

-Do you have support from friends and family?

-Remember that succumbing to another's goals for you causes you to lose interest in your academic pursuits.

You will be less likely to succeed.

How to build support:

-Get involved with other students.

-Talk with your instructor if external conflict is affecting your studies.

-Talk with your academic advisor.

-Talk with a counselor (B233).

If you don't like the subject but you have to take the course:

-Get involved in a motivated study group.

-Start a study group.

-Get at least one motivated study partner.

APPENDIX 9

=====

Dear Graduate:

We're interested in how you are doing since you graduated from:

Please fill out the information below and return it to us as soon as possible.
(Postage will be paid.) Just fold the card inward, seal it and mail.

■ **EMPLOYMENT**

Currently employed? ☐ Yes ☐ No

Employer _____ Location: _____

Type of work _____

☐ Full time ☐ Part time

Hourly income \$ _____ Benefits ☐ Yes ☐ No

■ **TRAINING AND EDUCATION**

In training? ☐ Yes ☐ No

Where? _____

Program? _____

Start date _____

Please feel free to call us for information and resources at (206) 603-4054.

Thanks!



Bellevue Community College

Workforce Training Program

3000 Landerholm Circle SE

Bellevue, WA 98007-6484

Information Literacy Survey

1. I have access to a computer off-campus. (Please circle one.)
Yes
No
2. I have access to the following kind of computer. (Please circle one.)
Macintosh (Apple "Mac")
PC (or clone)
Don't know
3. I have access to the following. (Please circle all that apply)
Internet
World Wide Web (WWW)
Electronic Mail
Other (Please specify.) _____
4. I use my e-mail account
☐ daily
☐ weekly
☐ occasionally (once/month)
☐ rarely (once/quarter)
5. I search the WWW/Internet for information
☐ daily
☐ weekly
☐ occasionally (once/month)
☐ rarely (once/quarter)
6. I am familiar with the following WWW software. (Please check all that apply.)
☐ Netscape
☐ Mosaic
☐ Microsoft Internet Explorer
☐ Don't know
7. I am familiar with the following software. (Please check all that apply.)
☐ word processing
☐ spreadsheet
☐ Other (Please specify.) _____
8. I have the following comfort level with computers. (Please circle one.)
Very comfortable

Comfortable
No discomfort, neutral
A little uncomfortable
Very uncomfortable

9. I have the following comfort level with using the WWW to get information.

Very comfortable
Comfortable
No discomfort, neutral
A little uncomfortable
Very uncomfortable

10. Age (Please circle one.)

under 18
18-22
23-29
30-39
40+

11. Gender (Please circle one.)

Female
Male

12. For what purposes do you regularly use the BCC Library-Media Center?
(Please circle all that apply.)

To study for courses.
To obtain or use reserve materials for courses.
To obtain or use information for research and/or class assignments.
To obtain or use periodicals (magazines, journals, newspapers).
To socialize or relax.
Other (Please specify.) _____

13. In the following list of information technologies, rate the usefulness to you on a scale of 1 - 5 (5= highest usefulness).

Electronic book catalog in BCC Library-Media Center
Periodical indexes in print format
Periodical indexes in electronic format
Other electronic databases in BCC's Library-Media Center
Encyclopedias
World Wide Web (WWW)
Electronic Mail (e-mail)

14. In the list of information technologies above, what advantages or disadvantages do you find with each?

Below is a research question related to this class:

(INSTRUCTOR: INSERT YOUR QUESTION HERE.)

15. What would be your over-all plan to find information on this topic?

16. What is the name of a search engine on the WWW you would select to search for information on this topic. Why?

17. For the search engine you listed above, what search terms would you combine (using Boolean logic) to find information on this topic?

18. What criteria would you use to evaluate the quality of the information you find on this topic.

19. List five pressing social issues in the USA that relate to information technology (e.g. piracy of copyrighted software).

* BELLEVUE COMMUNITY COLLEGE
Media Communications & Technology Program



COURSE PHILOSOPHY

THE PARADIGM SHIFT IN TECHNOLOGY:

Shifting the Focus in Education

by

Peggy Benz

The Shift

In many classrooms where technology is used as a part of the teaching, learning and expression process we see a number of very obvious changes in both focus and interactions. These changes take place in many areas. The term "student centered learning" is often used to indicate the change in focus from the teacher to the student but changes are far more comprehensive than just a change in focus.

Other components of this comprehensive shift are: changes in student and teacher roles and responsibilities, how a classroom operates, how students demonstrate competence, the quality and comprehensiveness of their work, the type of control in the classroom and the use of resources, textbooks and reference material. It is more helpful to see these changes as a complete paradigm shift rather than a number of unrelated events in the educational process. Some of the issues, forces and changes are as follows:

Technology and Change

The basis of these changes is a paradigm shift in education, a complete change in the way we look at the educational process, the outcomes and broad ranging competencies we want our students to demonstrate. Contributing to this is the fast, accurate and powerful multimedia delivery capabilities of computer technology. The technology in the classroom provides students with rich instructional material, fast, accurate feedback, use of audio, video, graphic and

animation modalities in addition to just text . Whole encyclopedias, art collections and major compilations of primary source material in depth in any subject can be searched in seconds on CD-ROMs or from the Internet. Students become knowledge workers, using vast sources of information.

Teacher's Role

The teacher works with the guidelines in the state framework then becomes the guide or mentor who presents the topic and general guidelines for the project to the students. The work crosses several disciplines such as science and humanities. The teacher then becomes the facilitator to students who use of the computer resources and delivery systems for their class projects students focus and refine the direction of the project. They plan, and pursue their topics in a quest to find much more that just what they would in a textbook and then to organize it into a multimedia project.

Projects

Technology offers the students the capability to develop projects, not just write papers. These projects pull together a wide variety of material, which is organized and presented in a multimedia project by a student or team of students working on a topic. No longer is an in class test or essay sufficient to demonstrate competency not only of the content of the material but also presentation to others.

Student's Role

We see students walking around a room gathering the information, documentation and source material they need rather than sitting facing the teacher taking notes. Students are talking with their peers, interacting in work groups and sharing what they have learned They are responsible for controlling their own behavior and staying on task. They develop comprehensive projects which they evaluate first by themselves using a rubric and secondly with the teacher. When projects are revised and in their final form they become portfolio pieces.

Comprehensive Involvement

In a project related to the class framework and objectives, rather than rote learning, students access, understand and use information in more meaningful ways. The students take the lead in choosing and developing their project. Students and teacher engage in an active and interactive process of finding material developing a theme and creating the project. The teacher may suggest reference material such as textbooks, videos, CD-Rooms or other resources. The student does the in-depth work.

Resistance and Needs

Some of these changes are slow to occur. There are many components to the

resistance to change. Most often there is a lack of training in how to implement the changes without the feeling of chaos. It represents a major change in routine and loss of authoritarian teacher control. It requires the development of self control skills in students and their ability to work cooperatively. The teachers also have anxiety due to lack of skill with emerging technologies, cost of technology, and fears of loss or damage of equipment.

Forces of Change

Change is here; The forces bringing this revolution about are:

Wide Variation in Student Ability

Wide variation in students' abilities such that it is impossible for one teacher to teach to all of the levels of ability in one classroom at the same time. Some students need drill some know the material and are ready for enrichment still others are capable of presenting and teaching the content. Some students learn more visually with pictures, simulations, or animated movements of a process. Others prefer reading about the information or listening to a verbal descriptions. Computers can deliver a wide range of tasks, information and modalities all at once.

Employment

The educational institutions and job markets will require high tech use and production skills of those who enter and want to participate successfully. We must become a nation of knowledge workers, users of technology, to compete in a global market.

Wider Range of Skills Needed

There is a growing dissatisfaction with standardized, norm referenced tests as a measure of learning. They measure a very narrow range of skills. There is a great need in society, in the job market, and in higher education for a much wider range of skills. Employers know that a test score or grade on a transcript tells them very little about the student. If they see a portfolio of the student's work they instantly have a much better assessment of the student's capabilities in a wide variety of areas.

Higher Education Demands

Students will access, and search an enormous amount of information. They will select, use and assimilate information and documentation for their projects. These projects will use multimedia seamlessly. The tools for the creation of the projects and portfolios are now easy enough for the students themselves to use. Those students who are used to sitting, taking notes and memorizing for tests will be left behind. They learned to become dependent on a teacher to walk

them along every step of the way.

Computers and Multimedia Workstations are High Tech Tools

The computer, software, and peripheral devices are tools; they are not a study in themselves. They are a means for active involvement in a variety of important information age activities such as:

Learning

Information can be experienced through a variety of modes such as pictures, text, sound animation and video. Students can search, find, question, replay and build relationships with small or vast amounts of information as is appropriate for their needs and purposes. A CD-ROM disk can hold an entire encyclopedia. It can be accessed quickly and does not need to be read or searched linearly. Visual components are of high quality.

Exploring, Assimilating and Testing

Using databases and spreadsheets students can quickly access a large amount of information. They can organize it according to a specified characteristic and look for patterns. They can ask questions and see the results. With simulations they can experiment with various hypotheses, combinations, variables or procedures to see the results when they ask "What if we tried this?"

Communicating

Using bulletin boards and networks such as Internet or America Online, students communicate with pen pals, send files and pictures even complete multimedia projects, set up Web pages, chat on line and solve mutual problems with hundreds of other users. They send electronic mail or video conference with peers around the world.

Creating

Students can compose and play music, paint, draw and animate to add to the meaningfulness of multimedia projects.

Painting and drawing

Students can create their own artwork. They can modify scanned images, electronic clipart or photos to illustrate their work. They can do screen presentations, print to video tape or print out on paper.

Writing

Word processing is now a very powerful tool. Students can write and edit their work, look for synonyms in a thesaurus, check for spelling and grammar errors and even listen to the document read back to them by a speech synthesizer.

Digitized Audio and Video

Students using computers as high-tech tools can digitize, sequence, mix and add special effects to audio and video segments. Results allow users to see and hear a process or change over time and with movement. They can see a chemical reaction taking place rather than just read about it.

Authoring / Producing

Students see themselves as developers and producers of high-tech projects that combine many of the above uses of high technology to produce their own projects and presentations. Authoring enables student to tap into or combine many resources to create new, professional looking multimedia projects that express their own ideas and concepts.

Shifts in Education in the Nineties

From:

Teacher as the focus and center of the educational process. Teacher as the provider of material to be learned usually through lectures. Students are dependent on the teacher and learning is more passive.

Completing worksheets, chapter questions and sets of homework problems

To:

Student-centered learning with the teacher as the facilitator. Students become more independent learners. They actively seek and gather information, formulate questions, and compare conclusions. Students and teacher engage in an active and interactive process of finding material developing a theme and creating the project.

Project oriented instruction. Students are given a direction to pursue. The student takes the lead in focusing on a topic and developing their own projects. They go through a process of gathering information, analyzing and evaluating then assimilating content into a meaningful project. The project demonstrates their understanding and their skill at presenting information.

Rote memorization of facts, dates, etc. as the main mode of responding to information.

Constructivist approach where emphasis is on learning the content, skills and relationships embedded in a meaningful context and the action of doing. They must also do more than just memorize and repeat information. They access and use a wide variety of information sources. Since access is so fast, the focus is on finding and using the best information and primary source materials and assembling their results into a comprehensive, cohesive and meaningful multimedia project.

Textbooks as the students' main resource and driving force of the curriculum. Information is read, responses are written.

Students become skilled at accessing and using information as needed from a variety of sources. Technologies including computers and video provide ability to use all modalities and to quickly search large volumes such as CD-ROMs, laserdiscs and On-line sources.

Standardized tests and letter grades as a way of measuring learning and skill

Authentic assessment of a project or body of work. This includes a plan which is reviewed then formative, ongoing assessment as the project is developing, response groups, peer review, self evaluation and teacher's comprehensive assessment with respect to a rubric or set of guidelines.

Grade point average and transcript of courses as a measure of school performance

Review and assessment of a whole portfolio of projects completed through a number of years provides a comprehensive picture of growth, learning and presentation ability in a number of curriculum areas.

Text as the primary modality.
Books and articles are read
and a term paper is written.

Multimodality projects which illustrate and expand the topic rather than just write about it. These may include text, still images, charts, video, sound, voice, animation, working models. Students may include digitized interviews with authorities, computer presentations and hypermedia

Essay or test as measure of performance.

Capabilities as demonstrated on comprehensive projects which show the student's ability to understand and present the content. They also involve the underlying skills of planning, focusing, selecting, organizing and assimilating the material in an interesting, understandable presentation using graphics, scanned images, audio, animation, text or video. Bloom's taxonomy of cognitive skills defines the many higher order thinking skills used in the development of such projects. These are far beyond awareness, memorization and repeating found in classroom learning and testing.

Intelligence as measured on an IQ test, primarily written text and paper and pencil tasks and mathematics.

Gardner and others have identified multiple intelligences and have studied way in which individuals may increase their intellectual capacities and personal skills. Media and technology have major roles in expanding and using these intelligences. The multimodality capabilities and interactive nature of multimedia lead to the natural application of multimedia to multiple intelligence areas such as Verbal / Linguistic
Logical / Mathematical
Visual / Spatial
Body / Kinesthetic
Musical / Rhythmic
Interpersonal (Person to person)
Intrapersonal (inner state - self)



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[Reconnect to Main Menu](#)



Last updated on 6 Mar 1996

Comments to [Media 121 Instructor](#)

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APPENDIX 12
=====

Psych 100
Date:

Name
Chapter

Chapter Notes

1. Summary of the content
of the material

2. Two things I disagreed with
or did not understand

3. Two things I agreed with or
thought were particularly
important

4. Two questions for class
discussion

CHECKSHEET FOR PAPERS

Content:

- _____ Summarizes article in own words. Maximum of one
0-5pts paragraph--1/2 page only.
- _____ Identifies and defines economic concepts that apply to
0-15pts the article. Tells how they apply with clarity.
(5 pts = weak, 10pts = ave, 15 pts = outstanding)
- _____ Shows ability to apply concepts in new situations.
0-10pts and/or illustrates concepts of article graphically
and/or recommends policies to alter the situations portrayed
in the article.

Mechanics:

- _____ Is a minimum of three pages in length (1" margins,
0-10pts double spaced, and regular font size--10-12 pitch).
Copy of article is enclosed including date and source
of the article.
- _____ Is typed.
0-5 pts
- _____ Uses English mechanics and grammar correctly.
0-5pts

TOTAL POINTS _____
50 max.

Note: 5 pts. off for each day late. Papers turned in after classtime are considered a day late.

Do not simply make a chart of the data in the article. Rather if you want to include a graph, illustrate ideas from the article on an AD/AS, C+I+G+NE, or PP curve, for example. No fair utilizing one entire page for one graph.

STUDENT FEEDBACK

DIRECTIONS: Indicate your opinion about the following statements by marking in the space a number 1 through 4.

- 1 = Strongly agree
- 2 = Somewhat agree
- 3 = Somewhat disagree
- 4 = Strongly disagree

- _____ 1. There needs to be more time devoted to current events.
- _____ 2. There needs to be more participation by students.
- _____ 3. It is better to call on students by name to contribute to class discussions rather than let students volunteer by raising their hands.
- _____ 4. There is time to ask questions during class.
- _____ 5. Tests are fair.
- _____ 6. Adequate examples are given.
- _____ 7. Students are treated with respect in class.
- _____ 8. Pace of the class is good
- 9. Describe what you like best about the class or what makes class time most worthwhile for you.
- 10. What are two ways the class could be made better for you.

TECHNOLOGY SERIES: SURVEY OF EXPERIENCE AND INTERESTS

In order to best serve your educational needs, would you please give us the following information which will be distributed to the class presenters. This information will help the presenters tailor their presentations to your needs and interests.

Name: _____

Company: _____

Job Title: _____

Division in which you work: _____

Educational background: _____

What do you hope to get out of this series of lectures? _____

What prompted you to take this course? _____

Comments or suggestions: _____

abl/MMSURVEY

CONTINUING EDUCATION: TECHNOLOGY

Bellevue Community College

3000 Landerholm Circle S E

Bellevue, WA 98007-6484

Course and Workshop Evaluation

Program Title _____ Date _____

Instructor _____ Quarter _____

Thank you for attending. In order for us to assess the quality and content of our programs, we would appreciate your taking a few minutes to give us your candid reactions.

1. Did you find this program of value to you? In what way?

2. How did you find the presentation of the material by the instructor?

3. How can you use this information in your current position?

4. What changes in the content or presentation style would you recommend?

~~Continuing Education~~
Bellevue Community College
3000 Landerholm Circle SE
Bellevue, WA 98007-6484

World Language Course and Workshop Evaluation

Program Title _____ Date _____

Instructor _____ Quarter _____ 19 _____

Thank you for attending. In order for us to assess the quality and content of our programs, we would appreciate you taking a few minutes to give us your candid reactions. On a scale from 1 to 5, with 5 being the highest, please rate this course and instructor.

	(poor)					(excellent)
	N/A	1	2	3	4	5
1. Course content:						
2. Instructor's knowledge of the subject matter:	N/A	1	2	3	4	5
3. Instructor's presentation style:	N/A	1	2	3	4	5
4. Use of Audio/visual aids:	N/A	1	2	3	4	5
5. Class materials:	N/A	1	2	3	4	5
6. Length of offering:	N/A	1	2	3	4	5
7. Overall rating of this course:	N/A	1	2	3	4	5
8. Registration process:	N/A	1	2	3	4	5

Comments:

1. Our language classes emphasize communication skills and practical everyday vocabulary with some basic grammar study. Do you have any comments about this?
2. The best thing about this course was:
3. If I could change one thing about this course, I would
4. How did you learn about this program?
5. What language and language-related programs would you like Continuing Education at Bellevue Community College to offer?

Optional: Name: _____ Company: _____

If you would like to discuss this offering, please call the World Language Coordinator, Suzanne Knauss at 649-3171. We welcome your personal remarks.

Thank you for taking the time to complete this evaluation.

Continuing Education
Bellevue Community College
3000 Landerholm Circle S.E.
Bellevue, WA 98007-6484

Work Related Programs Course and Workshop Evaluation

Program Title _____ Date _____

Instructor _____ Quarter _____

Thank you for attending. In order for us to assess the quality and content of our programs, we would appreciate your taking a few minutes to give us your candid reactions. On a scale from 1 to 5, with 5 being the highest, please rate this course and instructor.

		(poor)				(excellent)
1.	Course content:	N/A	1	2	3	4 5
2.	Presentation style:	N/A	1	2	3	4 5
3.	Instructor's knowledge of the subject matter:	N/A	1	2	3	4 5
4.	Use of audio/visual aids:	N/A	1	2	3	4 5
5.	Course Handouts:	N/A	1	2	3	4 5
6.	Length of offering:	N/A	1	2	3	4 5

Comments:

1. What I liked most about this program.
2. Changes I would recommend.
3. How did you learn about this program?
4. What programs would you like Continuing Education at Bellevue Community College to offer?

Optional: Name: _____

Company: _____

If you would like to discuss this offering, please call the program director, Adele Becker at 641-2232. We welcome your personal remarks.

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Thank you for taking the time to complete this evaluation.